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ABSTRACT

This report, the second in a series of six, describes the PUSH for Excellence (PUSH-EXCEL) Project--its origins, goals, approach, and extent of implementation. Each of the six reports tracks PUSH-EXCEL's progress in six sites: Chattanooga, Chicago, Denver, Kansas City, Los Angeles, and Memphis. Chapter 1 discusses the social movement that became the Reverend Jesse Jackson's PUSH for Excellence Project. Chapter 2 considers PUSH-EXCEL's conceptual and structural approach and the local programs that are operationalizing it. Chapter 3 describes the first crucial sequence of PUSH-EXCEL, the implementation of activities to engage students, parents, schools, and communities in joint ventures to solve the problems of schools. This evaluation report concludes with the suggestion that PUSH-EXCEL may have succeeded as a "movement" based on an inspirational message that can motivate students, parents, and teachers to achieve high educational goals; however, as a "program," it lacks specifics whereby its objectives can be achieved, and operationally it is still in a developmental mode. A coherent program of parent, community, school, and student involvement has not evolved. The evaluators suggest that PUSH-EXCEL's proponents must determine whether it is to remain a movement or become a program as well. (Author/JM)

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INSTITUTE FOR NEIGHBORHOOD INITIATIVES

The National Evaluation of the PUSH for Excellence Project

Technical Report 1: The Evolution of a Program

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INTRODUCTION

The PUSH For Excellence is the nation's most visible--and perhaps most controversial--educational project. It is addressing problems that have been tackled many times, in as many ways. And it is attempting to do so through an approach that has broad-based appeal, yet challenges the conventional wisdom about the way the educational process should work.

This report, the second in a series of six, describes the PUSH For Excellence project--its origins, goals and approach, and extent of implementation to date. The first report was the evaluation design, completed in August 1979. The impact of the program will be the primary topic of three subsequent reports scheduled for August 1980 and February and August 1981. The Final Report of the Evaluation, to be released in February 1982, will draw on all findings.

We are tracking PUSH-EXCEL's progress in six sites: Chattanooga, Chicago, Denver, Kansas City, Los Angeles, and Memphis. Each has its roots in the social movement which was to become the PUSH For Excellence project. That movement and how it set the stage for a program is the subject of Chapter 1.

The next two chapters turn to a discussion of PUSH-EXCEL as a program. In Chapter 2, we consider PUSH-EXCEL's

conceptual and structural approach and the local programs that are operationalizing it. Chapter 3 describes the first crucial sequence of PUSH-EXCEL, the implementation of activities to engage students, parents, schools, and communities in joint ventures to solve the problems of schools.

We conclude by examining issues of program development and operation--issues that often arise when a program is in its earliest stage. But how PUSH-EXCEL chooses to resolve them has implications not only for a program and its evaluation, but for a movement as well.

1. Historical Context: The Excel Movement

PUSH-EXCEL began as a movement, inspired and led by the Rev. Jesse Jackson. An understanding of PUSH-EXCEL--its rationale, implementation, and development--requires a perspective on the movement that spawned it. That perspective is the subject of this chapter.

THE IDEA

In the fall of 1975, the Rev. Jackson began to speak about some extremely tough problems confronting the nation's schools. The problems were familiar. Student apathy, drug abuse, low performance and motivation to achieve, violence on the school grounds, teenage pregnancy--these were topics discussed in the media, at conferences of educators, in school disciplinary hearings, in university departments of education. The popular view was that these problems are endemic to schools serving minority and low-income students. The Rev. Jackson's early appeals were addressed to these students, who, he felt, shared some of the blame. His message, in brief, was as follows:

The educational and job opportunities long denied minorities have been achieved. Racial and class barriers are crumbling. But student efforts too often are invested in pursuits that ill-prepare them to take advantage of the

opportunities. To get better grades, better schools, better lives, students themselves must pursue excellence through hard work, self-discipline, personal integrity, and persistence.

But the Rev. Jackson did not lay the blame entirely on the students. Other segments of the community bore a share of the responsibility:

- the parents, by their lack of concern;
- the schools, through their low expectations for student performance and ill-defined standards of conduct; and
- the community, because of its lack of interest in what goes on in the schools.

Students, parents, schools, communities had to become partners in the solution.

THE CALL TO ACTION

The Rev. Jackson's message was a call to action by the various elements of the community. The call was direct: unite and do what you can in pursuit of the common goal of excellence. And the message was full of possibilities for what mass, concerted actions could produce--a new, achievement-oriented ethos among students; a new partnership between teachers and parents; communities poised to help the students with training opportunities; and incentives for high performance.

The steps to excellence were simple:

- Parents could enforce study hours.
- Students could study two hours each night with the radio and T.V. turned off.
- Teachers and parents could exchange home phone numbers.
- Clergy could provide study halls in the churches and urge parents to become concerned about their children.
- Businesses could provide jobs and scholarships.

The response to the message became a phenomenon in its own right. Large numbers of people started to believe that, by simply trying, they could change things. The belief generated resources--from school districts, foundations, individuals, community groups, and the Federal Government. How did all this happen?

THE FORUM

The Rev. Jackson was not just a concerned minister with a unique idea. Many school staff and community groups also had been striving to promote excellence in the young people they served. But the Rev. Jackson could do what the man on the street could not: expose his idea to large numbers of people.

Operation PUSH, an organization linked historically to the Civil Rights Movement in the 1960s, was the major forum. PUSH had a national headquarters located in Chicago and over 25 chapters in major metropolitan areas. The Rev. Jackson was its founder and president, and PUSH's past

dramatic successes in struggles for political power and economic opportunity had earned him considerable access to the media and credibility as a charismatic leader. His credibility to black audiences was particularly great because of his association with the Rev. Martin Luther King.

MOBILIZATION

How to get people moving on an issue was one of the things that Rev. Jackson had learned during his years with the Rev. King and the Southern Christian Leadership Conference (SCLC). Successful strategies of the Civil Rights Movement--appeals to moral authority; mass, direct action; intensive organizing by small cadres; schooling of the grassroots in the philosophy of the movement--were transformed to fit a movement that had no blatant symbols of injustice to confront. Signing pledges to excel replaced actions such as sit-ins; mass rallies in high school auditoriums supplanted mass marches in the street. The media that once covered the marches in Selma and Albany turned to groups of high school students shouting "I am somebody" and "Up with hope, down with dope."

Aided by local PUSH leaders and influential citizens, the Rev. Jackson carried his message to high school audiences, churches, and grassroots community meetings. The EXCEL momentum increased:

- In the fall of 1976, EXCEL was started in 10 Chicago schools.
- The media reported the campaign. Editorials appeared in local newspapers as well as in organs with national coverage. For example, the

Washington Post carried an editorial, "Jesse Jackson's Crusade," on 7 August 1976; and syndicated columnist William Raspberry ran series of articles in 1976 and 1977.

- During 1976-77, schools in Kansas City and Los Angeles started EXCEL through the efforts of local supporters.
- In December 1977, the Rev. Jackson was interviewed on the CBS broadcast, "Sixty Minutes."
- In 1977, the Ford and Rockefeller Foundations contributed funds to establish programs in three pilot sites: Los Angeles, Kansas City, and Chicago.
- In September 1977, the Los Angeles Unified School District allocated $402,800 for the program in 10 schools.
- In 1978, the National Institute of Education committed $400,000 for research and testing, development of the pilot sites, and eventual expansion.
- In May 1978, the Department of Health, Education and Welfare, PUSH-EXCEL, and Howard University sponsored a national conference, "Mobilizing for Excellence in Education." Keynote speakers included the Rev. Jackson, Dr. Kenneth Clark, Dr. Mary Berry, Dr. Robert Green, and Dr. Samuel Procter.

EXCEL became PUSH-EXCEL,[1] and was referred to as a project or program. Late in 1978, PUSH For Excellence, Inc.,[2] was established to promote and develop a program.

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[1]The name EXCEL had already been taken by another program, hence the necessity for the hyphenated label.

[2]PUSH for Excellence, Inc., and PUSH-EXCEL, Inc., are used interchangeably.

2. Building a Solution: The PUSH-EXCEL Project

The infusion of Federal and private funds and the interest of the educational system provided a base for expansion. It was time to turn the ideas into a practical program that could be implemented by communities throughout the country. To do this, PUSH-EXCEL created an office to coordinate the pilot programs already in existence, to elaborate the process, to disseminate information, and to provide training to local staffs. In 1977, the two persons who constituted the national staff led the effort to build a program.

PROGRAM FOUNDATIONS

The approach, activities, and structures that were to be the foundation of the PUSH-EXCEL program were an amalgam of techniques tried in the early days of the EXCEL movement and of features that emerged from the experiences of local programs.

The Principles

PUSH-EXCEL is based on a philosophy, a set of guiding principles that is to drive the approach at every site. These principles, enunciated by the Rev. Jackson, are the essence of the EXCEL message:

1. It is essential that a public institution clearly define itself, to say unequivocally what it believes in and stands for.

2. The development of responsible adults is a task requiring community commitment. It cannot be left solely to the public schools.

3. The principal tasks of the public schools cannot be achieved if a disproportionate amount of time and resources must be given to maintaining order. Public schools are not obligated to serve students who persistently disrupt schools and violate the rights of others.

4. The full responsibility for learning cannot be transferred from the student to the teacher.

5. Parents must consistently support the proposition that students have responsibilities as well as rights and that the schools have an obligation to insist upon both.

6. High performance takes place in a framework of expectation.

7. There is nothing inherently undemocratic in requiring students to do things that are demonstrably beneficial to them.

8. Involvement in and commitment to meaningful activities which give one a sense of identity and worth are essential to all human beings and are especially critical to adolescents.

9. The practice of convenience leads to collapse, but the laws of sacrifice lead to greatness. This applies to students, teachers, parents, administrators, and community leaders.

10. A sound *ethical* climate must be established for a school system as a whole and for each individual school, because the death of ethics is the sabotage of excellence. Politicians, school board members, superintendents, central office staff, principals, teachers, parents, and ministers have the obligation to take an aggressive lead in setting such ethical standards.[1]

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[1] *EXCEL: The Developing Process of Implementation: 1979.* Chicago: PUSH For Excellence, Inc., 1979, pp. 4-5.

The Approach

PUSH-EXCEL is conceived as a "total involvement" approach: all segments of the community--parents, school administrators and teachers, community businesses and organizations, and students themselves--are to participate as partners in solving the problems of schools. This approach is a direct carry-over from the EXCEL movement's emphasis on mobilizing all who contribute to the problem and who can benefit from its solution.

Goals and Objectives

The EXCEL movement focused on one goal: excellence. This was defined in many ways--as the educational climate in the schools, academic achievement, the will to learn. As the PUSH-EXCEL project began to take shape, specific objectives were added. The first iteration focused on the development of models for community interaction, the mobilization of resources, the creation of a national leadership cadre, and the provision of a mechanism for ethical leadership. A second iteration went further: to decrease dropouts, to increase student involvement in community service projects, to decrease vandalism, and to increase accountability among students, school personnel, and parents.[1]

The current foundation includes four goals and eight objectives. The goals are as follows:

- opportunity, for equal and quality education;

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[1] PUSH-EXCEL. *A Report to Test the Feasibility of the EXCEL Program.* Submitted to the Department of Health, Education and Welfare, 6 April 1978.

- atmosphere, conducive to positive learning;
- motivation, to excel against the odds; and
- responsibility, to accept the challenges of life.

And the objectives are:

1. To establish a committee composed of school and community persons to advise and plan school activities as well as to assist in establishing policy and practices in target schools.
2. To improve students' self-esteem.
3. To improve the general learning environment of target schools.
4. To influence positively student occupational and social aspirations.
5. To improve school attendance and decrease school drop-out rate.
6. To decrease verbal and physical assaults among students and teachers.
7. To decrease school vandalism and related school crime.
8. To improve academic achievement.[1]

Involvement Activities

The PUSH-EXCEL approach and principles are operationalized as involvement activities in which students, parents, community members, and schools may participate.

We present a detailed discussion of involvement activities in the next chapter. To give a flavor of their range, the following are illustrative:

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[1] *EXCEL: The Developing Process of Implementation: 1979.* Chicago: PUSH For Excellence, Inc., 1979, p. 5.

- *The Pledge*. PUSH-EXCEL asserts that the first step in excellence is a public commitment to perform specific acts. The commitment is made in the form of a signed pledge. Students, parents, teachers, and community members may pledge; but each group makes a different commitment. For example, parents pledge to monitor their child's study hours, visit the school at report card time, exchange phone numbers with the child's teacher, pick up the child's test scores, and maintain close contacts with the school counselor. Pledges may be made on an individual basis or en masse at events such as student rallies.

- *Role Models of Excellence*. This is the generic name for a category of activities. PUSH-EXCEL organizes groups of outstanding community members (an example of such a group is Businessmen for Excellence, a Kansas City PUSH-EXCEL activity) who serve as a resource for the program and as role models for students. A group's activities may take a number of forms: group members may make presentations to students, sign pledges, or participate in promotional efforts.

- *Academic Olympics*. This is a major event that may involve one or more schools. Students prepare for and compete in "games" related to a specific subject area (mathematics, for example). Student winners receive awards at the Olympics and may receive further recognition at school honor ceremonies.

- *PUSH-EXCEL Clubs*. These are in-school organizations for students. Club members are to serve as peer models whose behavior reflects a commitment to the PUSH-EXCEL principles. The clubs also plan and implement specific activities, such as a campaign to improve the appearance of the school grounds.

- *Voter Registration*. One tenet of PUSH-EXCEL is that knowledge and power are inseparable. For high school seniors at graduation, adherence to this tenet is symbolized by, in the Rev. Jackson's phrase, "a diploma in one hand and voter registration card in the other." PUSH-EXCEL has started a national campaign to promote voter registration and education in the high schools.

The Structure

The PUSH-EXCEL project is comprised of three local programs (Chicago, Kansas City, and Los Angeles) affiliated with the national office, and two programs (Chattanooga and Denver) linked contractually with PUSH-EXCEL, Inc.[1] Rochester, Washington, D.C., and New Orleans are planned expansion sites. There are also 22 independent programs that use the PUSH-EXCEL name and approach. Table 2.1 shows these sites in relation to the national organization.

PUSH-EXCEL proposes to accomplish its goals, not with a large group of professional educators and social service workers, but through the efforts of all segments of the community. Staffing is to be minimal. Like the small core of civil rights activists who mobilized masses for direct action, a small PUSH-EXCEL staff is to stimulate, organize, facilitate, and support the efforts of others.

At the site level, the *PUSH-EXCEL director* is to have overall responsibility for program management, including the coordination of in-school and community activities. The director may have staff who are responsible for specific program areas (e.g., parent involvement).

Because PUSH-EXCEL emphasizes the school with its students, staff, parents, and community as the locus of involvement, the school is the base. The school configuration is based on a model developed in the Los Angeles program during

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[1] Details concerning the contracts are presented in a separate volume of program descriptions. The current version is available from AIR on request.

TABLE 2.1

Push-Excel Local Programs

Local Affiliates of PUSH-EXCEL, Inc.

Chicago
Kansas City
Los Angeles
Memphis
New Orleans
Rochester
Washington, D.C.

Local Programs in Contract with PUSH-EXCEL, Inc.

Chattanooga
Denver

Independent Programs

Indianapolis, Indiana
Louisville, Kentucky
Shreveport, Louisiana
Ypsilanti, Michigan
St. Louis, Missouri
Essex County, New Jersey
Columbus, Ohio
Shaker Heights, Ohio
Phildelphia, Pennsylvania
Greenville, South Carolina
Galveston, Texas
Norfolk, Virginia
Copalis, Washington
Inchelium, Washington
Lynwood, Washington
Mabton, Washington
Olympia, Washington
Pasco, Washington
Seattle, Washington
Takoma, Washington
Yakima, Washington
Madison, Wisconsin

1977-78 and 1979. The model features two key staff--a community liaison and a teacher-advisor--and a school advisory council.

Community liaisons are to perform a variety of functions related to out-of-school activities: initiate and follow up community contacts, involve parents in school and PUSH-EXCEL activities, assist in planning and implementing rallies and other community events, and coordinate volunteer efforts. Liaisons are to report to the PUSH-EXCEL director and are assigned to work with one or more schools.

Teacher-advisors are the school-based counterparts of the community liaisons. Teacher-advisors are school faculty members who are to be relieved of regular classroom or administrative duties. These staff are to coordinate in-school program activities such as assembly programs, teacher in-service training, and school participation in academic fairs (e.g., the Academic Olympics). The teacher-advisor may also serve as a resource to the school faculty.

The school *advisory council* is to identify school-specific needs and goals and plan a program of activities to meet them. School advisory councils may be convened by the principal in consultation with PUSH-EXCEL staff. Ideally, council membership should include the school principal, teacher-advisor, and community liaison. The councils are to use rosters of suggested activities prepared by site level staff as guidelines for planning.

THE SITES

Six sites have been designated as demonstration programs: Chicago, Kansas City, Los Angeles, Memphis, Chattanooga, and

Denver. A $700,000 contract from the Department of Health, Education, and Welfare was awarded in April 1979 to PUSH For Excellence, Inc., to test the feasibility of the program in these sites.

PUSH-EXCEL does not have a prepackaged formula for implementation. The task of translating concepts and strategies into a workable program has been left to local organizers and educators. As a result, program structure and administration vary from one site to another and hinge upon the following considerations:

- What body has final authority over program operation and at what level does that body operate?
- What is the local PUSH-EXCEL office's formal relationship with the national office?
- From what sources does each site draw its financial support?
- How is the site's agenda established and who participates in program planning?
- How is the program organized and what administrative procedures govern its operation?
- How are in-school activities coordinated on a city-wide level?

The aspects of programmatic structure and control are addressed below.

Chattanooga

In July of 1979, the Chattanooga School Board entered into a contract with PUSH-EXCEL, Inc. The contract provided for a grant and support services from the national office.

The program's operating budget for the current year is $198,628. In addition to those funds, the school system has promised a $78,842 contribution of in-kind services.

The program's clientele is primarily minority. Two of the six target schools have a completely black enrollment, and only two schools have a white enrollment of over 25 percent.

Daily administration is conducted by a centralized PUSH-EXCEL staff consisting of a director, assistant director, and two clerical personnel. A district coordinator, in conjunction with each target school's community liaison and teacher-advisor, coordinates in-school activities. The district coordinator is directly responsible to a School Board assistant superintendent. The Chattanooga Public School System exercises final authority over the PUSH-EXCEL program.

Responsibility for city-wide planning and development is shared by a community advisory board, the local chapter of Operation PUSH, and the staff of Chattanooga PUSH-EXCEL. Although city-wide planning is fairly centralized, daily activities are developed by advisory councils and PUSH-EXCEL personnel working in the six target schools.

Chicago

Chicago PUSH-EXCEL is based outside of the school system and conducts activities in ten target schools from a central program. The program has received little financial support from the Board of Education, and current activities are funded by the national office and the Chicago Community Trust. PUSH-EXCEL serves a predominantly minority population. Seven of the target schools have an all black enrollment, two schools have an Hispanic enrollment of over 20 percent, and only one school has a substantial (over 40 percent) white enrollment.

The Chicago program is staffed by a director, assistant director, special consultant, youth coordinator, parenting director, liaison chief, and four community liaisons. The director's office oversees program administration, while the activity coordinators manage such specific project areas as youth programs and community relations.

Coordination of in-school activities is complicated by the absence of in-school staff. The program's ability to function at the school level depends on an informal linkage with each school's principal--linkage made tenuous by the Board of Education's uncertain commitment to PUSH-EXCEL.

The agenda and strategy are largely determined by the central staff. However, the local office's proximity to the national headquarters and its status as the first PUSH-EXCEL site have created exceptionally strong ties with the national leadership.

Denver

Denver PUSH-EXCEL is structurally similar to the Chattanooga program. The public school system has a contractual relationship with the national office, specifying funding commitments and service obligations. The Board of Education retains final authority over all program expenditures and continuation of the program is contingent upon the Board's approval.

The Denver PUSH-EXCEL schools are racially mixed. Hispanic students make up five to ten percent of the enrollment in two schools, and black enrollment ranges from 35 to 43 percent.

Financial support for the Denver program comes from private corporations and foundations as well as from the national office. Commitments are as follow:

- Private corporations and foundations: $89,000, first year (1979-80); $32,000, second year; and $32,500, third year.
- National office: $74,670, first year.

The Denver program operates in four schools. Each has a PUSH-EXCEL advisory council and a teacher-advisor. Administration and city-wide coordination of activities are handled by a project director and two community liaisons. Final supervisory authority rests with the Board of Education's Director of the Office of Human Relations.

City-wide planning and development are conducted by PUSH-EXCEL staff in conjunction with local school personnel, but the Board of Education holds the ultimate responsibility for establishing the program's goals and priorities. Activities at each school are subject to the principal's approval.

Kansas City

Kansas City PUSH-EXCEL began with a seemingly ideal set of organizational linkages. The program was initiated by a community-based group of school alumni; the school superintendent was interested in the program and had had previous experience with PUSH-EXCEL while serving as a high-level HEW official; and the first project director was a school system vice-principal. Thus, when the program began operation, it had the formal support of a community group, the active involvement of the superintendent of schools, a project director with extensive contacts in the school system, and financial support from the PUSH-EXCEL national office.

This set of relationships subsequently broke down, although program staff report that present links to schools and community groups are strong.

Program activities in the three target schools are currently managed by an acting director. Funding has been concentrated in the Career Exploration Demonstration Project. This project, which operates in Kansas City and Chicago, is administered by the national office and conducted with a $500,000 grant from the Department of Labor.

The racial composition of the target schools varies. One is all black; one is 63 percent black and Hispanic; and one is 22 percent black, 40 percent white, and 38 percent Hispanic.

Los Angeles

During the 1977-78 and 1978-79 school years, Los Angeles PUSH-EXCEL received substantial funding from the Los Angeles Unified School District. In addition to a PUSH-EXCEL coordinator, the school district hired a teacher-advisor and a community liaison for each of the nine target schools. All of these personnel were paid with school district funds and were directly accountable to the Board of Education. The local PUSH-EXCEL office did maintain liaison with the school district's project personnel, but actual control of program activities was largely beyond the scope of its authority.

Budgetary pressures led the school board to suspend PUSH-EXCEL funding for the current year,[1] and the program has since undergone considerable reorganization. Local staff are now

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[1] See Appendix A for a discussion of the events that led to the loss of school district funding.

accountable to the PUSH-EXCEL national office. Present staffing includes a director, three technical consultants, and six area coordinators. None of the staff are based in the schools, and all personnel operate out of a central program office.

The Los Angeles PUSH-EXCEL schools have a predominantly minority enrollment. Seven of the target schools have a black enrollment of 90 percent or more; three schools have an Hispanic enrollment of over 10 percent; four schools report an Asian enrollment of between five and 10 percent; and one school has a substantial white enrollment of approximately 75 percent.

Current activities are planned by local program staff and funded by a grant from the national office.

Memphis

The Memphis program has no formal organizational structure. A community-based planning commission has sparked the city's interest in PUSH-EXCEL, but neither the school district nor the national office has funded the program. Current activities depend upon the initiative of principals at the eight target schools originally selected by the planning commission. Plans for a more formal program still exist, and--should funds be received in the future--the program will be staffed by a project director and four school coordinators. The racial composition of the target schools selected by EXCEL planners is overwhelmingly black. The two high schools report a completely black enrollment, and none of the schools report black enrollments of less than 90 percent.

3. The First Stage: Involvement Activities

A major task of the evaluation is to document local involvement--how it is set in motion and the extent to which it occurs. In this chapter, we present the findings to date. These focus on the involvement activities implemented during the fall of the current school year. To put the findings in perspective, we describe first what involvement can be.

STANDARDS FOR INVOLVEMENT ACTIVITIES

The image of involvement evoked by the program's rhetoric is masses of people, from all segments of the community, engaged in cooperative efforts to deal with pressing school problems. PUSH-EXCEL is to stimulate involvement initially. But eventually, involvement is to be voluntary and self-perpetuating--a way of life for the school and its neighborhood.

To date, the program's efforts to put the involvement concept into operational terms have been scattered and do not yet approach the level of a "how-to-do-it" manual. The program's current brochure lists five activities each for parents, schools, and businesses; three each for students, media, and community organizations; and six for churches. The activities described for each group are not tied to those for the other groups nor to a specific set of outcomes.

Additional guidance is provided by the roster of activities implemented in the pilot sites. Information about these activities is disseminated, in outline form, via the current brochure and in workshops conducted by National PUSH-EXCEL. Detailed, step-by-step descriptions are not provided. The specifics are left to the initiative and creativity of local planners.

The closest thing to a manual on how to do PUSH-EXCEL was a small booklet that is no longer distributed. In it, seven categories of activities were listed:

- The Pledge
- Advisory Council
- Witnesses for Excellence
- Career Education
- Leadership Building
- Incentives for Achieving Excellence
- Communicating the Theme of Excellence.

Associated with each category were a statement of purpose and a set of related activities that each segment of the community might undertake. We shall summarize the prescriptions for two categories, the pledge and Witnesses for Excellence, to illustrate the approach.

The pledge is intended to be a symbol of individual, public commitment to excellence. The pledge launches the program, and each major group of participants may undertake a pledge-related activity. For parents, teachers, and students, the activity is signing with the intent to make specific efforts:

Students. I pledge to push for excellence by striving to learn as much as I possibly can. I will work to achieve success in life. I will respect the authority of my parents and accept the help of my teachers. I will do everything I can to use my time wisely in order to learn.

Parents. I pledge to push for excellence by involving myself in the education of my children. I will teach them values and ethics. I will encourage them to develop self-discipline and to learn as much as they can in school and at home. I will teach my children the importance of self-respect and respect for their teachers, and I will require respect for my authority as their parent.

Teachers. I pledge to push for excellence by using all means available to me to insure that my students achieve excellence in their careers and adult lives. I will motivate students to value knowledge and view it as vital to their futures. I will promote discipline and respect for parents. I will support the efforts of other teachers, parents, and students in the pursuit of excellence through devotion to learning.[1]

The community's role is to assist in publicizing the pledge. For example, churches can print it in bulletins, and community organizations may recite it at meetings.

Witnesses for Excellence is a set of activities designed to transmit to students the value of striving to attain individual goals. The scenario for involvement is as follows:

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[1] *PUSH For Excellence*. Chicago: PUSH-EXCEL, Inc., p. 4.

Parents: The parents serve on a planning committee to identify an outstanding community person to serve as a role model. The parents make appropriate contacts and arrangements for presenting the person to students in a school assembly and in small group sessions.

Community: Individuals exemplifying excellence agree to serve as role models. These individuals speak at a school assembly and talk to students about routes to achievement.

School: Teachers plan lessons around the life histories of the role models.

Students: Students spend time gathering information about the role models. They use the library and talk to parents and others who might know the persons.

The pledge and Witnesses for Excellence illustrate key features of the involvement approach:

1. It is a sequence of steps culminating in an event that is reinforcing to all actors.
2. Activities for one group are coordinated with those of other groups.
3. Activities are directed toward a common, clearly specified goal.
4. The activities are sustained ones that permit day-to-day participation around excellence themes.
5. Existing organizations may be tapped in the process of conducting the activities.

These are ideals. We turn next to current (fall 1979) practice.

INVOLVEMENT ACTIVITIES: FALL 1979[1]

The sites were to conduct activities that would involve parents, community members, schools, and students. Each of these activities was to have been directed at one of the program goals or objectives. In practice, each program implemented activities in accordance with needs identified at the school or site level. We describe the activities for each target audience in turn.

Parental Involvement Activities

Parental involvement is expected to improve the atmosphere in the home and in the school. Examples of the desired effects are increased interaction with teachers and the school, and enforcement of study hours in the home. Parental involvement is also expected to increase motivation and responsibility via increased parental concern for and direction of their youngsters.

The parental involvement activities carried out at the various sites are shown in Table 3.1. It will be seen that there were two major kinds of activities. One was the signing of pledges. Pledges were distributed at PTSA meetings and other public events. Pledges were also signed when parents came to the school to pick up report cards--the second of the activities designed to promote parental involvement. In the cities where this activity occurred, schools reserved special days for parents to obtain report cards and confer with teachers. Some schools arranged evening pick-up

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[1]We refer to activities in-place or planned during September 1979 to mid-January 1980.

TABLE 3.1
Parental Involvement Activities: Fall 1979

SCHOOLS	PLEDGES	REPORT CARD PICKUP	OTHER ACTIVITIES
Chattanooga			
Alton Park Jr. H.S.	Yes	Yes	• P.T.A.
Hardy Jr. H.S.	Yes	Yes	• Parent Involvement Meetings
Orchard Knob Jr. H.S.	Yes	Yes	• Parents in Excellence • Parent Advisory Committee • Parent Visitation Committee
Howard H.S.	Yes	Yes	• Parent Student Concern Organization (PSCO)
Kirkman H.S.	Yes	Yes	• Parent Workshop
Riverside H.S.	Yes	Yes	• PUSH-EXCEL Parties
Chicago			• Site Wide:
Calumet H.S.	Yes	Yes	Parent Sensitivity Tours; The Goodman
Chicago Vocational H.S.	Yes	Yes	Theatre Presents; The Parent Participatory
Englewood H.S.	Yes	Yes	T.V. Workshops; Thursday Night Parent Forum;
Julian H.S.	Yes	Yes	PUSH-EXCEL participated in school's Open
Manley H.S.	Yes	Yes	House; City College Adult Education Program (planned)
Marshall H.S.	Yes	Yes	• Parent Conferences
Martin Luther King H.S.	Yes	Yes	
Morgan Park H.S.	Yes	Yes	• Parent Conferences
Rezin Orr H.S.	Yes	Yes	
Carl Schurz H.S.	No	No	
Denver			• Site Wide: • Parent Rally
Steck Elementary	Yes	Yes	Parent participation in In-service workshop
Cole Jr. H.S.	Yes	No	• Parent volunteers; Family picnic
East H.S.	Yes	No	
Manual H.S.	Yes	Yes	
Kansas City			
Central H.S.	Yes	Yes	• Concerned Parents and Patrons of Central H.S.
East H.S.	Yes	Yes	• Parent Open House
West H.S.	Yes	Yes	• West Parent Advisory Board (planned)
Los Angeles			• Site Wide:
Crenshaw H.S.	No	Yes	Parent entertainment activity planned as part
Dorsey H.S.	No	Yes	of Career Forum;
Fremont H.S.	No	Yes	Small parent group meetings in local
Jefferson H.S.	No	Yes	communities (planned)
Jordan H.S.	No	Yes	
Locke H.S.	No	Yes	
Los Angeles H.S.	No	Yes	
Washington H.S.	No	Yes	
Memphis			
La Rose Elementary	Yes	Yes	• Parent Fun Night
Lauderdale Elementary	Yes	Yes	• Parents invited to lunch at school with children • Parenting sessions
Riverview Elementary	Yes	Yes	
Porter Jr. H.S.	Yes	Yes	
Riverview Jr. H. S.	Yes	Yes	• Open House (planned)
Vance Jr. H.S.	Yes	No	• Distributed pledges at parent conferences
Carver H.S.	Yes	Yes	• Teachers sent letters to parents regarding student performance
Booker T. Washington H.S.	Yes	Yes	• EXCEL Fun Night (planned)

hours to accommodate working parents. PUSH-EXCEL staff publicized the activity via the media, notices posted in community facilities, and announcements from pulpits.

The response to these activities varied from a few parents obtaining cards at Los Angeles schools to over 400 parents at a Memphis high school report card pickup. In sites where pledge signing took place, the rates ranged from less than 20 in one Denver school, to over 200 in a Kansas City high school and approximately 300 in a Chattanooga high school.

Follow-up activities by the program staff seem to have been limited to compiling and reporting participation rates. Signed pledges were filed, either at the school or in PUSH-EXCEL offices. To our knowledge, no other attempts have been made to use the pledge lists.

A third type of activity was organizational; PUSH-EXCEL worked with small groups of parents in efforts to build a wider base of participation. Chattanooga and Kansas City were most active in this regard. Chicago conducted three ongoing group activities with small numbers of parents from PUSH-EXCEL schools. Other activities at the sites were one-time, special events.

Community Involvement Activities

Community involvement activities can contribute to all four of the program goals. The community's infusion of people, dollars, and facilities increases the level of opportunity in the school and neighborhood. Atmosphere, motivation, and responsibility can be expected to increase proportionately as opportunities are expanded.

To generate community involvement, PUSH-EXCEL took these steps:

- identification of likely community partners and the kinds of resources (e.g., time, money, opportunities for students) each might provide;
- initiation of contacts with target individuals and groups;
- negotiation to secure commitments of resources; and
- follow-up to match resources offered with appropriate recipients.

The extent and kind of involvement generated through this process varied considerably among the sites, as shown in Table 3.2. The following presents a summary of what happened in each local program.

Chattanooga enlisted neighborhood groups to undertake activities in support of each school program. For example, residents of a nursing home have "adopted" homerooms in two high schools. Volunteer residents contact parents and urge them to participate in the report card pick-up activities. Ten retired teachers from a local church provide tutoring for students of one high school.

The program staff have also stimulated businesses to provide resources. The Coca Cola Bottling Company, for example, donated trophies and soft drinks for winners in school attendance competitions. Publishers of community newsletters have agreed to feature articles written by students in PUSH-EXCEL schools; and a local radio station has sponsored "Radio Goes to School," a series of broadcasts hosted by PUSH-EXCEL students.

TABLE 3.2
Community Involvement Activities: Fall 1979

SCHOOLS	ACTIVITIES
Chattanooga	• Site Wide Media Coverage; Governance Committee Attendance Incentives ; Kick-off activities
Alton Park Jr. H.S.	
Hardy Jr. H.S.	• PUSH-EXCEL Parade
Orchard Knob Jr. H.S.	• The Caris Company Scholarship and Bonds for Achievement; Community Rally; Clergy Dinner Meeting
Howard H.S.	
Kirkman H.S.	• Career Week ; Tutoring Services • Senior Citizens Homeroom Grandparents
Riverside H.S.	• PUSH-EXCEL Parade • Senior Citizens Homeroom Grandparents
Chicago	• Site Wide: Community Stakeholders Meeting; Business Advisory Council (planned); Einstein Memorial Lectures; Speakers Pool; Media Coverage of PUSH-EXCEL events
Calumet H.S.	• Adopt-A-School; Community Center provided speakers and staff in-service.
Chicago Vocational H.S.	
Englewood H.S.	
Julian H.S.	• Adopt-A-School
Manley H.S.	• Jackie Robinson Scholarship Foundation
Marshall H.S.	• Career Awareness Program • Mt. Sinai Hospital Family Living Program
Martin Luther King H.S.	
Morgan Park H.S.	
Rezin Orr H.S.	• Adopt-A-School
Carl Schurz H.S.	
Denver	• Site Wide: PUSH-EXCEL Advisory Commission; PUSH-EXCEL Open House ; Kick-off activities
Steck Elementary	• Community Luncheon; Junior H.S. Student Tutors
Cole H.S.	• Community residents work with school clubs
East H.S.	• Businessmen's Breakfast
Manual H.S.	• Adopt-a-School
Kansas City	• Site Wide: Business Advisory Board; EXCEL Special Academic Skills Enrichment Career Awareness Program
Central H.S.	
East H.S.	
West H.S.	• Adopt-A-School——Guadalupe Center, Inc.
Los Angeles	• Site Wide: Basketball League—involvement of impact educators, actors, and entertainers; Promotional program— 400 program supporters given PUSH-EXCEL message; Business Luncheon; Career Forum; Media promotion; Business Advisory Council
Crenshaw H.S.	
Dorsey H.S.	
Fremont H.S.	
Jordan H.S.	
Locke H.S.	
Los Angeles H.S.	
Washington H.S.	
Memphis	• Site Wide: PUSH-EXCEL Workshop; Appreciation Dinner; Community Meeting—PUSH EXCEL Salute to Excellence; Basketball Game and Halftime Activities; EXCEL Commission Chairperson made presentation at West Tennessee Conference of CME Bishops and Ministers
Lauderdale Elementary	• Adopt-A-School • Directory of Businessmen (planned)

To promote widespread interest in PUSH-EXCEL, the program sponsored "kick-off" activities during the first week of November. The Rev. Jesse Jackson spoke at three events: a meeting of clergymen, a businessmen's breakfast, and a community meeting held at a junior high school.

Chicago has focused on involvement from the business community through direct contacts with corporations. It also plans a Business Advisory Council. Resources generated by PUSH-EXCEL action include: summer jobs at Disneyland for one student from each PUSH-EXCEL school, the Robert Abboud Lecture Series, and funding from Xerox Corporation for the program's Saturday School and "Direction Sports" activity.

A major event was the Community Stakeholders Meeting held in August. Approximately 150 representatives of school, business, church, and community groups attended the meeting. Program staff described the PUSH-EXCEL philosophy and goals and presented the roster of activities planned for the 1979-80 year.

Denver held "kick-off" activities 10-12 September. These included: a ministers' breakfast; a parents' rally; a reception for prospective community supporters; and a breakfast attended by businessmen, the District Attorney, and other community members. The Rev. Jesse Jackson was the featured speaker at these events. There were also other follow-up promotion activities (i.e., presentations to church groups, an open-house at the site office, and media presentations).

Kansas City made efforts to establish links to local organizations (e.g., Central High Alumni Association, Westside

Kansas City Task Force) and to the media. The program also sponsored Mike Williams, fullback of the Kansas City Chiefs, in a series of talks to high school students and recruited eight program supporters to become deputy voter registrars.

Los Angeles conducted activities at the site level. A 22-member advisory board, composed primarily of representatives of the business community, was organized; a business luncheon was held to generate support. Actors and other entertainers participated in a basketball league, held at one of the PUSH-EXCEL schools. Another major event was a 29 December promotional program that featured a play, videotapes of the Rev. Jesse Jackson, speakers, and a disco. Approximately 400 people attended.

Other activities included a mailout to supporters of Operation PUSH, and the publication of articles on the program in a local newspaper.

Memphis held kick-off activities 30 August through 1 September. The program included a PUSH-EXCEL Basketball Classic, an Orientation Workshop for stakeholders, a Morning Breakfast for the business community, a Saturday morning community meeting in each PUSH-EXCEL school, and a dinner for program supporters.

Adding up these activities is inappropriate; they vary too greatly by site. These generalizations may be made:

Kick-off activities to generate interest are widely effective. The groundwork for community involvement is laid.

Special activities have sometimes been major events, sometimes almost invisible. But in none of the sites have such activities constituted a steady, building sequence of events.

Community organizations are still in their formative stages. Los Angeles and Chicago are making moves in that direction, but as yet none of the sites has an active organizational base apart from the core of people who started the program in the first place.

School Involvement Activities

One of PUSH-EXCEL's major premises is that schools cannot be solely responsible for the education of youth. This premise underlies the program's actions to increase the schools' effectiveness through parental and community involvement. The schools, however, are expected to make progress independently.

Specifically, the Rev. Jackson has consistently emphasized the role of the teacher as a source of moral authority and as the person in the best direct position to push a student to greater accomplishments. PUSH-EXCEL's rhetoric has not been reluctant to say that too many teachers are leaving the school too close to quitting time, staying aloof from their students, and generally viewing teaching as a job rather than the vocation it once was.

To date, the programs' activities to implement greater involvement among teachers have been rudimentary. PUSH-EXCEL staff have interacted with teachers on an ad hoc, informal basis; but no systematic plans to enlist teacher involvement have been undertaken.

In Chicago, Los Angeles, and Kansas City, the bulk of the PUSH-EXCEL effort to involve the school has focused on the school principal. Because the programs have no staff who are based in the schools, the principal's cooperation is necessary for any school-based activities to be conducted.

Other activities to encourage school involvement in each site are listed in Table 3.3. Efforts varied considerably among the sites; and with the exception of Denver's city-wide in-service workshop, they were limited to only a few of the school components.

Student Involvement Activities

Student involvement activities are to stimulate changes in motivation, responsibility, and atmosphere in the school. The desired effects embrace increased student efforts to achieve (e.g., studying each night and attending school), reductions in drug abuse and disruptive classroom behavior, and improved social and academic skills.

Students are formally introduced to the program through a convocation and a student pledge.

The convocation. The convocation is a student assembly featuring an inspirational message on excellence, delivered by the Rev. Jackson or a local figure. Students from PUSH-EXCEL schools attend the convocation, which is held in an auditorium or stadium.

Last fall, convocations took place in Memphis (31 August), Chattanooga (2 November), and Denver (11 September) during the

TABLE 3.3
School Involvement Activities: Fall 1979

SCHOOLS	TEACHER PLEDGES	OTHER
Chattanooga		• Site Wide: Happy Grams
Hardy Jr. H.S.	No	
Orchard Knob Jr. H.S.	No	
Alton Park H.S.	No	
Howard H.S.	No	• Alert Referral System
Kirkman H.S.	No	
Riverside H.S.	No	
Chicago		• Site Wide: Union Teachers Council; Saturday Meeting—Day at PUSH.
Calumet H.S.	No	• Teacher Appreciation Day
Chicago Vocational H.S.	No	
Englewood H.S.	No	
Julian H.S.	No	
Manley H.S.	No	• Manley PUSH-EXCEL Basketball Holiday Tournament
Marshall H.S.	No	• Teacher Council (planned)
Martin Luther King H.S.	No	
Morgan H.S.	No	
Rezin Orr H.S.	No	
Carl Schurz H.S.	No	
Denver		
Steck Elementary	Yes	• State of School Address
Cole Jr. H.S.	No	• State of School Address
East H.S.	Yes	• Teacher in-service workshops— 300 teachers and staff from East and Manual attended
Manual H.S.	No	• State of School Address
Kansas City		• Site Wide: Teachers for Excellence Council
Central H.S.	No	
East H.S.	No	• Teacher Needs Assessment
West H.S.	No	
Los Angeles		
Crenshaw H.S.	No	• Teacher-advisor identified
Dorsey H.S.	No	• Teacher-advisor identified
Fremont H.S.	No	• Teacher-advisor identified
Jefferson H.S.	No	• Site Wide: PUSH-EXCEL Banner for each school
Jordan H.S.	No	
Locke H.S.	No	
Los Angeles H.S.	No	
Washington H.S.	No	
Memphis		
La Rose Elementary	No	• Instructional Improvement Committee • PUSH-EXCEL Committee
Lauderdale Elementary	No	• EXCEL Commission—Teacher Committee • Teacher Home Visits (planned) • Teachers send phone numbers home
Riverview Elementary	Yes	• Parents and teachers exchange home numbers
Porter Jr. H.S.	No	
Riverview Jr. H.S.	Yes	• Principal's fall message had excellence theme
Vance Jr. H.S.	No	• PUSH-EXCEL Radio Broadcast
Carver H.S.	Yes	
Booker T. Washington H.S.	Yes	

program's "kick-off" activities. The Rev. Jackson spoke at each one. Chicago and Kansas City also held convocations at the start of the school year. Local individuals were the featured speakers.

The pledge. The convocations concluded with pledge-signing ceremonies in which students made a public commitment to the principles of PUSH-EXCEL.

Program staff also distributed pledges in the schools. Signed pledges were collected by program and school staff. In Denver and Los Angeles, the pledge identified for the program students who wanted to participate in subsequent PUSH-EXCEL activities. The percentage of signed pledges per school ranged from 10 to 61 in Chattanooga, but no follow-up has been initiated. Although the vast majority of students in Memphis PUSH-EXCEL schools signed pledges, follow-up has been limited to one school. There the principal uses the pledge to remind individual students of their commitment. No use was made of pledge lists compiled in Kansas City and Chicago.

Other activities. Involvement activities beyond the pledge and convocation took many forms, as illustrated in Table 3.4. Chicago, Kansas City, and Chattanooga carried out activities on the *site level* for students recruited by PUSH-EXCEL staff or selected by school staff. The number of students participating in these activities varied widely. For example, only a handful of students in Kansas City were members of a youth council. An average of 10 students from each Chicago PUSH-EXCEL school attended the Albert Einstein Memorial Lecture Series.

TABLE 3.4
Illustrative Student Involvement Activities: Fall 1979

SITE WIDE	SCHOOL NAME	SCHOOL-LEVEL
CHATTANOOGA		
• Assembly Programs • Coca Cola Parties • Radio Goes to School	Alton Park Jr. H.S.	• Student Hall Monitors • Special Interest Clubs
	Hardy Jr. H.S.	• PUSH-EXCEL Basketball Team • Beautification Committee
	Orchard Knob Jr. H.S.	
	Howard H.S.	• Awards Day • Incentive Reading Program • Voter Registration
	Kirkman H.S.	• Dance Group • Student Workshops • Awards Day • Voter Registration • Beta Club
	Riverside H.S.	• PUSH-EXCEL Basketball Team • Voter Registration • PUSH-EXCEL Parades
CHICAGO		
• Student Leadership Workshop	Calumet H.S.	• Martin Luther King Assembly • Student Recognition Luncheon
• John Hope Franklin Club • Voter Registration • Einstein Lecture Series • Speakers-Drop in Program • Business Education Opportunity Program (announced 1/80)	Chicago Vocational H.S.	• Attendance Program • Youth Motivation Program • Awards Assemblies
	Englewood H.S.	• Attendance Program • Reproductive Health Program
• Youth Council	Julian H.S.	• Direction Sports
	Manley H.S.	• Academic Olympics • Reproductive Health Program • John McLendon Basketball Tournament
	Marshall H.S.	• Academic Olympics • Attendance Competition • Awards Ceremonies
	Martin Luther King H.S.	• Attendance Program • Principal Scholars Program
	Morgan Park H.S.	
	Rezin Orr H.S.	• Academic Olympics • Awards Program • Career Exploration Demonstration (planned) • Youth Council
	Carl Schurz H.S.	
DENVER		
• PUSH-EXCEL Newsletter	Steck Elementary	• Awards and Recognition Program • Student Council • Friday Special Activities
	Cole Jr. H.S.	• PUSH-EXCEL Assembly • Positive Thinking Club • Modeling, Grooming, and Manners Club
	East H.S.	• PUSH-Excel Club • Tracking of Attendance • Information Booth • Peer Tutoring Program
	Manual H.S.	• Voter Registration • PUSH-EXCEL Buttons

TABLE 3.4 (Continued)

SITE WIDE	SCHOOL NAME	SCHOOL-LEVEL
KANSAS CITY		
• Voter Registration • Academic Olympics (planned)	Central H.S.	• Critical Attendance • Student of the Month • Athletes for Excellence
• PUSH-EXCEL Youth Council	East H.S.	• Critical Attendance • Reward Socials
	West H.S.	• Career Exploration Demonstration Project
LOS ANGELES		
• Career Forum (planned)	Crenshaw H.S.	• PUSH-EXCEL Club
	Dorsey H.S.	• PUSH-EXCEL Club
	Fremont H.S.	• PUSH-EXCEL Club
	Jefferson H.S.	• PUSH-EXCEL Club
	Jordan H.S.	• PUSH-EXCEL Club
	Locke H.S.	• PUSH-EXCEL Club
	Los Angeles H.S.	• PUSH-EXCEL Club
	Washington H.S.	• PUSH-EXCEL Club
MEMPHIS		
	La Rose Elementary	• PUSH-EXCEL Club (planned)
	Lauderdale Elementary	
	Riverview Elementary	• Bulletin Board Themes
	Porter Jr. H.S.	• PUSH–EXCEL Achievement Board
	Riverview Jr. H.S.	• Bulletin Board Themes • Certificate of Achievement
	Vance Jr. H.S.	• Bulletin Board Themes • PUSH-EXCEL Radio Broadcast • Art Projects
	Carver H.S.	
	Booker T. Washington H.S.	• PUSH-EXCEL Newspaper (planned) • PUSH-EXCEL Themes in Classroom

All sites conducted activities at the *school level*. Some activities included large segments of the student body (e.g., an attendance competition among classrooms in Chattanooga schools). Others were small group activities, involving anywhere from 10 to 200 participants with special interests and needs (for example, the "Radio Goes to School" activity in Chattanooga). Only Denver has defined a group of students as official program participants. There the high school programs provide special counseling services to students who signed the pledge.

The number of in-school activities varied considerably from site to site. In Los Angeles and Kansas City, the majority of schools had only one activity. The number of PUSH-EXCEL activities in Chicago schools ranged from none to several. Each Denver high school carried out two or three major activities in addition to the counseling programs. However, the advisory councils had begun the process of assessing school needs and planning activities to address them. The teacher-advisor in the junior high took the lead in organizing 11 extracurricular activities; prior to PUSH-EXCEL, the school had only three.

Advisory councils in Chattanooga schools were organized early in the fall; and by the end of 1979, each had developed a roster of three or more activities. These were either fully implemented or slated for start-up during the second half of the school year.

Memphis principals indicated that in-school activities will be undertaken when the program becomes operational.

Summary

PUSH-EXCEL proposes to accomplish its goals through one central mechanism: involvement. The task of operationalizing involvement--defining its nature and scope, planning activities for each segment of the community, and engaging the target groups--has been left to local programs. Formal guidance is minimal.

By the end of fall 1979, PUSH-EXCEL in the six cities comprised one-time events (e.g., convocations, community rallies, and meetings) and a diverse set of ongoing activities that engaged small groups of participants. Sustained sequences of activities at the school level, with the exception of advisory council meetings in Denver and Chattanooga schools, were virtually absent. Staff efforts were focused on initiating activities and establishing contact with school officials and community members. Follow-up on the most visible events--pledge signing and report card pickups--was limited to Denver.

The current standard for involvement is that there should be activities for each element: parents, communities, schools, and the students. By that standard, none of the sites is fully implemented at the school level. While each site had something for each involvement group, the locus of activity was sometimes the school, sometimes the site as a whole. In short, a coherent program of total involvement has not evolved.

THE ROLE OF NATIONAL PUSH-EXCEL

The progress of PUSH-EXCEL to date raises the question of whether local programs can develop a program of total

participation and simultaneously perform day-to-day operations. Local staff directors and school officials have voiced the need for guidance on these tasks and have looked to National PUSH-EXCEL, the body that has defined its role as providing specific services to local programs. These services include: information dissemination, technical assistance, staff training, program development, and promotion.

Of the major activities conducted by National during the fall, two were related to program development and staff training:

- *Director's Conferences.* Two conferences were held, one in October, the other in December. Site directors from affiliated and independent programs attended these sessions, which were held in Chicago. The agenda included workshops on program history and philosophy, mobilization and planning, proposal development, fundraising, and management.

- *PUSH-EXCEL Institute.* The Institute is directed by Dr. Alvin Poussaint. It is to serve as the principal mechanism for program development. To date, the Institute has produced a cassette library of speeches by the Rev. Jesse Jackson and other public figures. The tapes, available on a subscription basis, may be used for orientation to PUSH-EXCEL.

Other fall activities of National PUSH-EXCEL were to promote and expand the program:

- *Participation in the kick-off events in Denver, Chattanooga, and Memphis.* The national staff had a role in planning these events, but the bulk of the planning and coordination was conducted by the local programs.

- *Creation of local task forces to plan programs in New Orleans, Dallas, and Buffalo.* Two full-time and one half-time staff in the national office were to provide technical assistance to the three-member task forces in each site.

- *Publication of a national newsletter, The Voice of Excellence.* This features articles about the activities of local programs.

Two major programs were initiated by National. One, the Career Exploration Project (CEP), is funded by a contract from the Department of Labor and is to be implemented in the Chicago and Kansas City schools. The second program is Introduction to Business Enterprise Opportunities. It is funded with a Department of Commerce contract and was to be implemented in January, in selected Chicago schools.

The list of activities indicates that National has focused more on program promotion and expansion than on sustained efforts toward elaborating the involvement concept to make it work. Formal guidelines for implementing PUSH-EXCEL are yet to appear. The agenda and materials for training sessions reflect neither programmatic activities nor issues of what community liaisons, advisory councils, or teacher-advisors should do, or how. On matters of technical assistance to local programs, the national office has been most active in serving sites in the preimplementation and start-up phases.

The discrepancy between the national office's intended role and what has been done in practice gives rise to the issues of program implementation that we consider next.

4. Issues

PUSH-EXCEL was first a movement, not a program. Its historical context, the means that have been used to spread the word, and the personalities that have been involved are all linked to the Civil Rights Movement of the 1960s and 1970s. To say that the impact of PUSH-EXCEL must be measured only in terms of its programmatic pieces is myopic. As we put it in the *Evaluation Design*:

> PUSH-EXCEL cannot be understood as a program only. It is also a movement, based on an inspirational message. That message is delivered by one of the few authentically charismatic speakers on the contemporary scene, and one who has for many blacks a special credibility and moral authority.
>
> Given this, the evaluation must recognize that PUSH-EXCEL has a route to impact that bypasses all of the usual trappings of a social action program: impact can occur simply because someone has listened to the Rev. Jackson's speeches and has been motivated to act. In some cases, the effect of what we shall call "national PUSH-EXCEL" may be to facilitate involvement--the parent independently starts to enforce study hours or (as we know is happening in some sites) community involvement can be stimulated, and local "EXCEL" programs started that have no connection whatsoever with the official PUSH-EXCEL network. In other cases, the effect of national PUSH-EXCEL can be even more direct: the students themselves start to behave differently without any stimulus other than

> exposure to the Rev. Jackson's message. That the impact of national PUSH-EXCEL occurs without following the bureaucratic book does not make it any less legitimate than impact that occurs as a result of the sequence of events in motion by local PUSH-EXCEL staff as part of the implementation process.[1]

Six months into the implementation of the evaluation, we adhere to this view. Over our remaining two years, it is essential that we capture the impact of the national, non-programmatic aspects of PUSH-EXCEL. But PUSH-EXCEL has decided to be a program as well, and its progress in doing so has been the topic of this first report. And the degree of progress raises questions.

The national attention that PUSH-EXCEL has received invokes an image of an ongoing, structured program. This is not an accurate view. The organized, structured, and highly publicized activities--the addresses by the Rev. Jackson at mass rallies and high school assemblies--are ways to set local programs in motion, not the program itself. As of the end of 1979, PUSH-EXCEL was still in a developmental phase. Any appraisal of the program, pro or con, must be interpreted with that in mind. Specifically, the progress of PUSH-EXCEL may be described along two dimensions.

Conceptually, PUSH-EXCEL is still less of a "program" than a movement. The objectives of PUSH-EXCEL are reasonably clear. The broad mechanisms for reaching those objectives have been laid out. But the specifics whereby the mechanisms can be expected to work are still largely tacit.

Parental involvement provides an example. A menu of "activities" that a community liaison might organize is being

[1] *National Evaluation of the PUSH for Excellence Project: Phase I - Evaluation Design.* Washington, D.C.: AIR, September 1979, p. 8.

developed; some guidance is available. But when the image of PUSH-EXCEL's rhetoric is remembered--of parents enforcing study hours, of teachers and parents cooperatively planning student activities; of parents serving as tutors and counselors--the menu seems very short. It is far from clear that PUSH-EXCEL can "get there from here" with the activities that constitute its list to date. PUSH-EXCEL presumably *can* get there with an active, able community organizer, list or no list--community organizers have successfully mobilized people in the past, on issues less urgent than the ones PUSH-EXCEL addresses. Our point is simply that the level of specificity is on the order of "Hire an able community organizer" rather than "Do steps A, B, C, ..., G."

Operationally, PUSH-EXCEL is equally in a developmental mode. Local staff and school districts cite delays in receiving funds from the national office. Communication channels are disrupted frequently by changes in personnel and staff responsibilities. Training and in-service workshops for staff seldom go beyond presentations of the program philosophy and airings of implementation problems.

And none of the six sites we are following can be said to have approached anything approximating a settled operation. Two of the sites--Denver and Chattanooga--were brand new in the fall of 1979. Memphis is in a hiatus until the national office makes a decision to begin operation. Los Angeles is operating under an organizational structure that was entirely revamped in the summer of 1979. Kansas City had been operating, in essence, a one-man show--the city director filled the slots of community liaison and teacher-advisor by himself--and as of mid-January, he resigned. Chicago is the closest to an established program--and yet is also the one that must rely almost entirely on voluntary, unsubsidized cooperation from the principals.

Neither of the above conditions is bad in itself. The movement aspects of PUSH-EXCEL can be a major asset. The organizational shaking-out process is one that every program goes through. Rather, the sources of concern have to do with our appraisal of PUSH-EXCEL's efforts to move forward from the current phase.

A first source of concern is *PUSH-EXCEL's failure to take advantage of experiences among the sites.* Internal evaluation--at either the local or national level--does not exist. Little is known about what really works, or why. Activities and structures found wanting sometimes disappear without a trace, only to be revived in altered form in another site.

A second source of concern is the *quality of the national office's monitoring procedures.* National staff make most of their visits during the negotiations leading up to a "go" decision at a site, and during the Rev. Jackson's inspirational visits. National staff have seldom gone to existing sites at other times, with time blocked out to watch and hear about what is happening from day-to-day.

A third source of concern is *PUSH-EXCEL's difficulty in working in and through local institutions.* PUSH-EXCEL is faced with the task of bringing new ideas and staff into a complex web of organizational hierarchies, bureaucratic boundaries, competing alliances, and divergent educational philosophies.

PUSH-EXCEL must, by definition, work within the constraints imposed by the local school. It must gain the cooperation of educators and administrators. It must establish new lines of authority without violating old ones. It must work within existing school procedures.

In some instances, PUSH-EXCEL has not gained adequate support within the school system. Some local officials have felt that their views were ignored by the national organization. Others have felt that PUSH-EXCEL staff were encroaching on local responsibilities. To some extent, these kinds of problems are endemic to any program that attempts to bring outsiders into partnership with the schools. Still, the need for increased attention to these pitfalls is apparent.

A final source of concern is *the increasing divergence between the program's premises and its operation*. PUSH-EXCEL is based on a mobilization model. Parents, community leaders, and other concerned citizens are to take the lead in planning, executing, and monitoring activities; in deciding on extra inputs to keep things moving; and in recruiting additional participants to do the work. But, increasingly, the activities that are being implemented bypass the participatory mechanism, and PUSH-EXCEL begins to look very much like any other educational program that relies on the school to do the work. Or, as the experience of the older sites indicates, broad-based participation occurs at the beginning of the program, to get an initial set of activities going, and slowly fades away. The burden of involvement then falls on the staff and a few dedicated teachers, parents, or community members, who serve as brokers to match resources (e.g., summer jobs) with appropriate student recipients. "Total involvement" is an exciting concept that has yet to be operationalized.

These concerns can be addressed by the local sites only after National PUSH-EXCEL has made some decisions about priorities.

The current priorities are evident in what National has done to date: promotion of the program via appearances of the Rev. Jackson and dissemination of the program's national newsletter; planning for expansion to new sites; adminstration of funds for local programs; training of site directors via workshops and conferences; and piloting of two new projects. Program development and administration have been undertaken in fits and starts, or not at all. As this report has indicated, these program functions have lagged so far behind that PUSH-EXCEL is in danger of becoming not a movement and a program, but only a movement.

This does not automatically mean that National should shift its own priorities. Rather, it means that choices must be made that will put program development high on someone's list of priorities, either the national office's or the local sites'. These choices have implications for the program and its evaluation.

IMPLICATIONS

For the Program. . .

PUSH-EXCEL needs to take a hard look at what it is to become and the steps necessary to get it there.

If PUSH-EXCEL is to be a program, strictly defined, then the priorities are clear. At the top of the list are development of programmatic activities and operational procedures to be implemented.

If PUSH-EXCEL is to be a movement, strictly defined, then the priorities are also clear: It should focus on

tactics--already well-defined--to generate interest and spontaneous activities by parents and communities nationwide, with very little systematic attempt to follow or develop these responses.

We think that PUSH-EXCEL would choose neither of the above to the exclusion of the other. Its rhetoric and efforts thus far suggest that PUSH-EXCEL is to be both a movement and a program. It can do this in one of two ways:

One option is to *implement the current plan*, whereby the national office both oversees a set of local demonstration programs and coordinates the movement activities. If this is to be done, however, our observation of the program over the last year strongly suggests that *organizational steps are required within PUSH-EXCEL to isolate program development responsibilities from movement responsibilities*. The demands of each task are too great, too disparate, and even too conflicting to be handled by a single staff. Specifically, the people who monitor the demonstrations, handle intersite sharing of experience, and develop and enforce program guidelines should not be involved in organizing the rallies and convocations, or orchestrating the mobilization of support for the PUSH-EXCEL concept.

We also stress that, given past experience, the program development people should not be a subordinate section of a PUSH-EXCEL whose senior administrators are concentrating on the movement activities. Separate and equal authority is desirable. The structural basis for this approach exists. The PUSH-EXCEL Institute is to have a key role in program development. The main task is to give it a mandate and clearly define its authority within the PUSH-EXCEL organization.

The second option is a departure from the current model. In effect, it would have National PUSH-EXCEL *focus on the movement functions*, with the aim of stimulating the maximum number of local initiatives to implement PUSH-EXCEL's rhetoric. PUSH-EXCEL would assume a clearinghouse role, as a convenient vehicle for localities to hear about what is being tried elsewhere. But the national office would not try to act as the developer of a specific, generalizable set of program components.

The foundation for the second strategy also exists. Many state and municipal school districts (the exact number is unknown) are developing PUSH-EXCEL programs independently of the national office. Certain ties exist--the city directors often come to conferences conducted by National; the programs use the basic program rationale for guidance; and activities such as the pledge and report card pickups are implemented. Although PUSH-EXCEL, Inc., has no control over the operations of these sites, it does serve a role in their implementation. Ironically, this second option would entail fewer *actual* changes than the first, even though it would mean more of a conceptual shift. In practice, National has left a great deal of autonomy to the sites.

. . . and for the Evaluation

AIR has invested evaluation resources to track the development of the six demonstration programs and their impact on students and the communities. The basic design of the evaluation allows considerable flexibility, however. We can continue to focus on the demonstration as integrated sets of activities; we can design mini-evaluations of selected activities; we can seek out independent local programs; we can take a close look at the process outcomes of the movement.

Our choices depend on PUSH-EXCEL's choices. Insofar as PUSH-EXCEL takes the first option--pursues its efforts to develop a program--we will continue the evaluation as designed. Insofar as PUSH-EXCEL takes the second option, we shall seek NIE's approval to shift resources away from intensive research on student-based outcomes and toward assessment of the level and type of spontaneous community initiatives to implement the EXCEL concept.

What we will wish to avoid is a situation in which we evaluate the program on a rhetoric that does not reflect practice. And the concerns we cited earlier reflect our fear that we may be heading in that direction. PUSH-EXCEL has proved itself to have hold of a powerful concept, and has taken as its objective the translation of that concept into an important, generalizable program. At present, there are signs that the translation process is bogging down. The choice of solutions is up to PUSH-EXCEL. We urge that the choice be made.

Appendix A: The Los Angeles Case History[1]

Current plans do not call for Los Angeles to be one of the sites for extensive data collection during the evaluation of PUSH-EXCEL. The Los Angeles program as of the end of 1979 is reorganizing itself, setting up a radically altered structure consisting of core staff operating out of a centralized PUSH-EXCEL headquarters, rather than school-by-school teams of liaison and coordinator. It no longer receives budget support from the school system. PUSH-EXCEL in Los Angeles is still in business, but its shape and future are fluid, and whether systematic impact evaluation will be appropriate in 1980-81 is questionable.

Only a year ago, Los Angeles was the program's most visible, best-financed, largest project, with staff in nine schools, funding participation by the Los Angeles Unified School District (LAUSD), and extensive staff liaison between PUSH-EXCEL and the LAUSD. The obvious question: What happened? The following describes the sequence of events, and provides a description of the current state of PUSH-EXCEL in Los Angeles.

THE HISTORY OF PUSH-EXCEL IN LOS ANGELES

Los Angeles PUSH-EXCEL began in September 1977 as a joint venture between the LAUSD and the PUSH-EXCEL national office. The School Board allocated over $400,000 to the program and stipulated that the funds were to be shared between the local PUSH-EXCEL office and school district personnel hired to work on the program.

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[1]This narrative was compiled from the accounts of well-informed actors in both LAUSD and PUSH-EXCEL.

The LAUSD's financial support was cut by almost 50 percent in FY-79 and dropped completely in FY-80. The decision to remove PUSH-EXCEL from the LAUSD's FY-80 budget has a simple explanation and a complicated one.

The Budget Crunch

The simple explanation is that the Los Angeles schools ran into a severe budget crunch. Seventy percent of the LAUSD funds come from the state and, as FY-79 wound to a close, Sacramento was signaling that funds for Los Angeles would be cut, and cut deeply. The initial estimate in late June was that the Los Angeles budget would fall $60 million short of the funds needed to sustain the FY-79 programs at their existing levels.

The exact amount of the shortfall had to be estimated. The state legislature was tardy in producing its own FY-80 projections. But the LAUSD prepared for the worst. And the first step was to excise all the peripheral programs. According to the simple explanation, PUSH-EXCEL was obviously in the peripheral category: a new program, not part of the basic curriculum, experimental.

When Sacramento finally reached its decisions on the budget, the Los Angeles deficit turned out to be smaller than feared--about $33 million rather than $60 million. But the first programs to be removed from the hit list prepared by the LAUSD did not include PUSH-EXCEL. The budget shortfall, said a senior official in the school administration, was so severe that it was "impossible" for the superintendent to recommend the continuation of PUSH-EXCEL. The budget proposed by the superintendent and eventually approved by the Board on 19 August 1979 did not even mention the program.

The simple explanation may stand by itself. All accounts from the actors involved agree that the budget cuts were real and large, and put intense pressure on the superintendent to cut "extra" programs such as PUSH-EXCEL. To be more exact: only one person among the half dozen closest to the events of 1978-79 argued that PUSH-EXCEL could have managed events so as to keep itself in the LAUSD budget for FY-80 in the face of the budget situation. But if the shortage of money explains much of what actually happened, it is only part of the story of the changing context within which PUSH-EXCEL was operating during 1978-79. Insofar as that context will continue to be relevant for the surviving PUSH-EXCEL activities, it is worth recounting.

School Board Politics

It so happens that PUSH-EXCEL entered the LAUSD in the middle of a number of events, some intertwined and some independent, that transformed the political cast of the Board.

Change in election system. Until 1978, Los Angeles elected all its School Board members on an at-large basis. That year, the system changed to an area-based system, in which Board members would be elected from a specific geographic section of the city. It was specified that sitting members of the Board would be given an option. They could complete their terms as at-large members, or if they wished, they could leave their at-large seats before the end of their scheduled term to compete for district-based seats as they were contested.

This apparently innocuous provision had strange effects, and they uniformly worked against the interest of PUSH-EXCEL. First, one of the Board members most strongly in favor of the PUSH-EXCEL program decided that he wanted to run in a district other than the one where he lived. For purposes of establishing legal residence in the appropriate district, he rented a room. Then, for obscure reasons, his lease on the room was voided. The upshot was that the Board member was banned from the election on a technicality. Then, the only Hispanic member of the Board resigned, thinking he would be offered a college presidency. This meant a special election. One of the sitting Board members decided that he had a good shot at winning the seat, ran, and won--leaving vacant an at-large seat that had two years left before the next election. The effect was to reduce the Board from seven to six members, as well as replacing a generally liberal School Board member with a generally conservative one.

Bussing and Mr. Miller. Completely apart from the change in the election procedures for the School Board, the President of the School Board (Howard Miller), a strong supporter of PUSH-EXCEL, was facing challenges as a result of his stand on the controversial desegregation orders first implemented in the fall of 1978. As in most other large cities, the desegregation order involved widespread bussing of students, with the usual attendant controversy. Miller supported the decision and came under attack that eventually led to a recall election. Recall and election of a replacement member occurred simultaneously on 25 May 1979. Miller failed to defeat the recall by a wide margin; and a new Board member, Roberta Weintaub, was elected in his place.

Deadlock. Replacement of Miller by Weintaub left the Board with six members, three of whom were widely regarded as conservative, and another three who spanned a range from moderate to liberal. The Board had two tasks. First, it was to appoint a replacement for the vacated at-large seat. But it proved impossible to put together four votes for any one candidate, despite 261 ballots. Second, the Board had to appoint a new president. Again, the vote split three-three and the deadlock persisted for three days and 60 ballots. According to some reports, one of the moderates agreed to vote for one of the conservatives--but not for one of the experienced conservatives who could too easily dominate the Board. The new president: the newest member of the Board, Weintaub, who had just been elected to replace the recalled Miller.

Because the Board had been unable to decide on a person to fill the at-large seat, a special election had to be held. In balloting completed on 5 November, a candidate who was vocally opposed to the desegregation plan was first with 46 percent of the vote. Because he lacked a majority, a run-off election was held in February 1980. A strong favorite, he won.

As a result of these maneuverings, the Los Angeles School Board that approved PUSH-EXCEL in 1978 has changed drastically. The 1980 Board will consist of what are commonly characterized as four conservatives, two moderates, and one liberal. Even in 1979, before the seventh member was added, it was a Board lukewarm at best in its stance toward the Rev. Jesse Jackson and the PUSH-EXCEL program.

Support from the administration. At the middle echelons of the school administration, support for PUSH-EXCEL seems

to have remained strong throughout. The person formerly designated as the administration's coordinator for PUSH-EXCEL remains a committed advocate. The evaluation division, which conducted an internal assessment of the program, remains positive. The senior advisor to the superintendent who oversaw the LAUSD's negotiations with PUSH-EXCEL sees problems in the program's implementation, but not ones that would have ordinarily meant its cancellation. He, like the others, is disappointed that the program was not given more time. The superintendent himself circulated the LAUSD's evaluation of the program along with a positive cover letter.

At the same time, it is not clear whether the LAUSD would have continued to fund PUSH-EXCEL had the budget squeeze not occurred. The political realities of the School Board were well-known. The general opposition to PUSH-EXCEL of at least three members of the Board was taken for granted. The superintendent was in the position of having to develop a working relationship with that Board. In sum, as one observer put it, an enthusiastic endorsement of PUSH-EXCEL by the superintendent would have to have been construed by the Board as an open challenge. And the fate of PUSH-EXCEL was one, relatively minor, issue among the many that the administration was trying to work out with the new Board.

In this context, it is noteworthy that the superintendent's first signals that the LAUSD might be unable to refund PUSH-EXCEL preceded the budget crisis. The initial indications came in the period from March to May, which ordinarily would have been the time to negotiate a new contract between the LAUSD and PUSH-EXCEL. Even then, according to the former director of PUSH-EXCEL in Los Angeles, the superintendent was suggesting that the Board would not be amenable to an extension of the relationship with PUSH-EXCEL.

Help from the State

Throughout the latter half of 1979, PUSH-EXCEL pressed an attempt to obtain support from the State of California. The effort ended in early 1980, when the bill was buried.

Originally, two tracks were pursued--one, a legislative act that would provide match money for several cities to mount PUSH-EXCEL programs; the other, a line-item in Governor Brown's discretionary budget for special projects.

The direct allocation from the governor would have been preferable from PUSH-EXCEL's point of view. It required no delays in approval; it need not have involved a requirement for matching funds from the school district. And, according to the estimates of the people who were tracking the progress of the request most closely, Governor Brown came very close to signing off on it. But ultimately he did not. The reason why is a matter of speculation; Brown is not known to have made a public statement on the matter. One candidate's explanation is the timing: the request for funds was on the Governor's desk at the same time Rev. Jackson was making his Middle-East trip, and the former director of PUSH-EXCEL in Los Angeles heard informally that the political controversy, combined with Brown's own presidential ambitions, made the request too sensitive to approve. Another candidate's explanation is the coverage given the refunding effort by the *Los Angeles Times*. One of the *Times'* reporters was known to be putting together a story on the proposed bill and on the special-projects allocation, along with additional material about the PUSH-EXCEL program and its prospects with the new School Board. The story was expected to report that

the Los Angeles School Board would not refund PUSH-EXCEL, no matter what. This explanation is based on the speculation that the governor did not want to use his discretionary money to fund a local project that the locality itself was about to drop.

Appendix B: Design of the Study

In February 1979, the American Institutes for Research (AIR) began a three-year longitudinal study of the PUSH for Excellence project. The design of the evaluation[1] was presented in August 1979, after six months of extensive preliminary work: a field study of demonstration programs in Kansas City, Los Angeles, and Chicago;[2] discussions with PUSH-EXCEL staff, school officials, and other interested parties in business, government, and community organizations; and review of program documentation.

Subsequent evaluation activities are to be based on the design, which has these key features:

(1) It focuses on *adjacent programmatic sequences* for obtaining information about causes-and-effects, and for developing useful diagnostic information. Rather than measuring "input" at one end of the process and "impact" at the other, we shall break down the PUSH-EXCEL process into identifiable, discrete components, and specify and evaluate their hypothesized relationship to each other.

(2) The approach assumes *steady feedback of evaluation information to the PUSH-EXCEL staff and other stakeholders in the project.* In turn, the evaluation team receives information needs.

(3) The procedure permits us to *build the design incrementally.* The evaluation becomes a series of "go" and "no-go" decisions: We evaluate programmatic sequences and invest resources in the next one only if the prior sequence has, in fact, occurred.

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[1] *National Evaluation of the PUSH For Excellence Project: Phase I; Evaluation Design.* Washington, D.C.: AIR, September 1979.

[2] *National Evaluation of the PUSH For Excellence Project: Phase I; Program Descriptions.* Washington, D.C: AIR, 1979.

The advantages of using the above approach are threefold. It can capture changes that the program generates; it permits reasonably confident statements about the role of the program in producing them; and it maximizes the diagnostic value of the information we obtain.

THE INDICATORS

Impact measures--indicators of the extent to which program goals are or are not occurring--are divided into three broad classses:

- *Indicators of Attention.* As PUSH-EXCEL's own rhetoric points out, the first step in getting results is to get "attention." We borrowed this word to describe the first set of behaviors or events to be measured. This consists of those outcomes that are unambiguously attributable to PUSH-EXCEL efforts and, therefore, most directly within the control of the program.

- *Intermediate Outcomes.* Intermediate outcomes embrace some very important, meaningful events. Some of the effects we describe under the label "involvement." Others we group under "formative investment," student behaviors (e.g., going to school everyday, doing homework) that are preconditions for the spontaneous, self-perpetuating, future-oriented behaviors that the program eventually wants to elicit.

- *Indicators of Impact.* We reserve "impacts" to refer to the more ultimate, long-term effects that stimulated the program. We group them under the program goals--motivation, atmosphere, opportunity, responsibility, and achievement--and a sixth construct, investment. This is defined as any voluntary expenditure of time, effort, or money to pursue legitimate opportunities, in hopes of a future return.

Exhibit B.1 presents the assessment indicators and the data sources we will use to measure each one.

IMPLEMENTING THE APPROACH: THE 1979-80 SCHOOL YEAR

During the first year of evaluation, we are concentrating on three tasks.

Documenting the Extent of Implementation

In September 1979, we began to document the first sequence of the PUSH-EXCEL project--the implementation of activities to involve students, parents, schools, and communities. To do this, we compiled rosters of activities in each PUSH-EXCEL school, using observations and unstructured interviews with key staff and sponsors. For each activity, we noted the following characteristics:

- the sponsor of the activity;
- the target population, student, parent, or community;
- timing and duration of the activity;
- stated and implied objectives of the activity;
- level of participation of target audiences; and
- history of activity.

Exhibits B.2 through B.8 are examples of data collection forms completed by evaluation staff.

Subsequent work on this task is to include continued observation of program activities; brief, unstructured interviews with program and school staff on problems of implementation; and recording of critical incidents.

Collection of Baseline Student Data

The second task was to select samples of students who will be followed throughout the next two years and to collect from them the baseline information that will be tracked over time as part of an eventual impact analysis.

Sampling considerations. One of the unique features of PUSH-EXCEL is that program activities are open to any student, at any time. Hence the number of student participants will vary from school to school, and at any given point in time. Another consideration for student sampling is that some program activities will include the entire population of a school. In short, student participation is a continuum, not a yes/no condition; and no appropriate control groups may be formed.

To address these issues, we are conducting individual interviews with a randomly selected cross-section of 8th and 10th graders in each of these schools:

Alton Park Junior High School, Chattanooga
Howard High School, Chattanooga
Riverside High School, Chattanooga
Manley High School, Chicago
Cole Junior High School, Denver
East High School, Denver
Manual High School, Denver

These students will comprise the *intensive* sample, and current plans call for them to be interviewed once during the 1979-80 school year and in the fall and spring of the 1980-81 school year. We have requested parental permissions to interview up to 250 students per school and are interviewing all students for whom permissions have been granted.

A structured self-report questionnaire will be administered to a second cross-section of 10th graders, up to 100 in each of these four schools:

Kirkman High School, Chattanooga
Chicago Vocational High School, Chicago
Central High School, Kansas City
East High School, Kansas City
West High School, Kansas City

These students will be designated as the standard student sample. The questionnaire for this group will be administered in the spring and contains a subset of items included in the interview schedule for the intensive sample.

The two types of samples serve different purposes. The standard sample serves as a focal point for assessing the extent of program coverage and the degree of program impact on outcomes, such as school climate, which presumably affect the entire student population. The intensive sample is included to provide detailed data on the entire range of program outcomes, including those related to parental involvement. The number of students to be interviewed represents the upper limit that can be accommodate with corresponding parental interviews, within the existing resources for the evaluation. We will gather archival data for each intensive and standard student on basic impact measures (attendance, grades and test scores, delinquent behavior, etc.).

Parent interviews. Parents of the students in the intensive sample will also be surveyed. The interview instrument designed for use with parents includes items concerning parental involvement in the child's school-related activities and perceptions of the program and the school.

Interviews with Key Actors in the School and the Community

The principal and a sample of 10 teachers at selected schools will be interviewed in the spring. The interviews will be structured according to topic, but most items will call for open-ended responses. Topics will include perceptions of the school atmosphere, teacher interaction with parents, the role of PUSH-EXCEL, and prognoses for the future of the program.

In the first segment of the evaluation, we will also interview parents and other community participants identified as key actors by project staff. Topics for these unstructured interviews will focus on indications of involvement by these actors.

STAKEHOLDER INTERACTION

The assessment of stakeholder information and feedback needs, begun during the design phase of the evaluation, will be an ongoing evaluation activity. In addition to periodic, informal communication with stakeholders, we shall prepare formal briefings on an annual basis. The design permits us to incorporate stakeholder comments at each increment; therefore, we shall invite stakeholders' responses to our design plans as they are developed for each sequence.

THE EVALUATION STAFF

The evaluation is being conducted by AIR's Institute for Neighborhood Initiatives (INI). Mr. W. Victor Rouse, Director of INI and a vice-president of AIR, has final corporate responsibility for the conduct of the work. The

principal investigator is Dr. Charles A. Murray, Chief Scientist at AIR. Dr. Saundra R. Murray, Research Scientist, serves as director.

The site coordinators, Ms. Linda M. Kumi and Mr. John H. Johnson, are Washington-based project associates who have special, continuing responsibility to their assigned sites. These individuals schedule evaluation activities, maintain contact with PUSH-EXCEL staff, school personnel, and stakeholders, and participate in data analysis and report writing. During periods of extensive data collection, site coordinators are to be resident at a site. Ms. Kumi is site coordinator for Chicago and Denver, and Mr. Johnson is responsible for Kansas City and Chattanooga.

On-site data collection has been headed by Ms. Ann Lee (Denver), Ms. Lorre Mendelson (Denver), and Ms. L. Shirley Perrin (Denver), Mr. Ed Rocca (Chattanooga), and Mr. Uthman F. Muhammad (Chicago). These data collection consultants observe program activities, conduct interviews, collect archival data, and maintain essential day-to-day contacts with the program. Additional support has been provided by Mr. Jeffrey A. Clair, Ms. Mary Martin, Mr. Stephen L. Dory, Ms. Laura Malakoff, Ms. Eileen Kelly, and Ms. Joan M. Flood.

EXHIBIT B.1

Measurement Chart for Program Outcomes

	Assessment Indicators	Data Sources
ATTENTION	a. Number of participants attending an activity	Observations, PUSH-EXCEL archives
	b. Comprehension of the materials presented	Interviews: Students, PUSH-EXCEL staff
	c. Memory of the material	Interviews: Students
	d. Immediate reaction to the material	Observations Interviews: Students, PUSH-EXCEL staff, school
INTERMEDIATE OUTCOMES		
1. Involvement		
• Parental Involvement	a. Attendance at school functions for parents	Observations Interviews: Parents School archives
	b. Attendance at school functions in which child is participating	Observations Interviews: Parents School archives
	c. Response rate to school mailouts	School archives
	d. Knowledge of child's most recent grades	Interviews: Parents
	e. Knowledge of the child's teachers	Interviews: Parents
	f. Knowledge of student's disciplinary problems	Interviews: Parents
	g. Knowledge of the school's course offerings and special programs	Interviews: Parents
	h. Behaviors to enforce study hours at home	Interviews: Parents
	i. Behaviors to define curfews, permitted activities, etc.	Interviews: Parents

	Assessment Indicators	Data Sources
INTERMEDIATE OUTCOMES (cont'd.)		
1. Involvement (cont'd.)		
• Parental Involvement (cont'd.)	j. Behaviors to enforce attendance	Interviews: Parents, students
	k. Contacts with teachers and other school staff	Interviews: Parents, school staff
	l. Spontaneous efforts to organize other parents, conduct fund-raising activities, provide resources for students, etc.	Interviews: Parents, school staff Newspapers and community newsletters Critical incidents
• Community Involvement	a. Number of interactions between PUSH-EXCEL and community groups	Interviews: PUSH-EXCEL staff, representatives from community groups PUSH-EXCEL files
	b. Membership in community groups	Interviews: Representatives from community groups
	c. Attendance at meetings	Interviews: PUSH-EXCEL staff, representatives from community groups
	d. Fund-raising results	Interviews: PUSH-EXCEL staff, representatives from community groups
	e. Changes over time in number of participants, level of activity, intensity of activity	Interviews: PUSH-EXCEL staff, community actors
	f. For each involvement activity, the match between the actual participants and the targeted population	Interviews: PUSH-EXCEL staff, community actors
	g. Spontaneous efforts (i.e., efforts not specifically suggested or encouraged by PUSH-EXCEL) to address local	Interviews: Newspaper and community newsletters

	Assessment Indicators	Data Sources
INTERMEDIATE OUTCOMES (cont'd.)		
1. Involvement (cont'd.)		
• School Involvement	a. Administrative and other outside means of support	Interviews: Principal, teachers
	b. Retrospective accounts of changes in school atmosphere and general environment	Interviews: Principal, teachers, students
	c. Perceptions of PUSH-EXCEL	Interviews: Principal, teachers
	d. Knowledge of students' parents	Interviews: Teachers, parents
	e. Contacts with students' parents and other community members	Interviews: Teachers, parents, community actors
	f. Knowledge of school and community resources	Interviews: Teachers
	g. Contributions to the formulation and promotion of school standards	Interviews: Principal, teachers
	h. For each involvement activity, changes over time in number of participants, level of activity, intensity of activity	Interviews: Principal, teachers
	i. For each involvement activity, the match between the actual participants and the targeted population	Interviews: Principal, teachers, students
2. Formative Investment	a. School attendance	School archives
	b. Participation in specific PUSH-EXCEL activities	Interviews: Students, PUSH-EXCEL staff, parents
	c. Participation in other extra-curricula activities	Interviews: Students, PUSH-EXCEL staff, parents
	d. Out-of-school behavior (e.g., studying at night)	Interviews: Students, parents Student daily logs
	e. Knowledge and use of school and community resources	Interviews: Students, parents

	Assessment Indicators	Data Sources
INTERMEDIATE OUTCOMES (cont'd.)		
2. Formative Investment (cont'd.)	f. Level of effort (school work)	Interviews: Students, PUSH-EXCEL staff, parents
	g. Tardies and cuts	School archives
IMPACT ON STUDENTS		
1. Motivation	a. Extent to which students perceive that their efforts will product rewards	Interviews: Students Internal-external locus of control scale
	b. Students' expectancies that they will obtain the jobs they want	Interviews: Students
	c. Level of aspiration to careers	Interviews: Students
	d. Ability to delay gratification	Interviews: Students
	e. Achievement values (motives): hope of success and fear of failure	Interviews: Students
2. Responsibility	a. Efforts to assist family and community members (e.g., baby-sitting, participation as volunteer in hospital)	Interviews: Students, parents
	b. Efforts to promote standards of conduct among peers	Interviews: Students, parents Critical incidents, peer nominations
	c. Drug abuse	Interviews: Students, parents School archives
	d. Delinquent behavior	Interviews: Students, parents School archives
	e. School attendance	School archives
	f. Pregnancy	School archives Interviews: students, parents
	g. Violence toward teachers or other students	School archives

	Assessment Indicators	Data Sources
IMPACT ON STUDENTS (cont'd.)		
3. Investment (cont'd.)	a. Efforts to get part-time or summer jobs	Interviews: Students, schools, employment service center counselors
	b. Choice of electives	School archives Student interviews
	c. Efforts to go to college or post-high school training program	Interviews: Students, counselors, PUSH-EXCEL staff
	d. Efforts to obtain information regarding careers	Interviews: Students, counselors, PUSH-EXCEL staff
	e. Efforts to increase social skills	Interviews: Students, parents, PUSH-EXCEL staff
	f. Efforts to create opportunities for other students	Interviews: Students, parents, PUSH-EXCEL staff, peer nominations School newspaper
	g. Efforts to improve personal appearance, health, and hygiene	Interviews: Parents, students
	h. Use of personal monetary resources for long-range goals	Interviews: Parents, students
4. Atmosphere	a. Appearance of school grounds	Observation
	b. Incidents of in-school crimes and minor offenses	School archives
	c. Teacher expectations for student performance and behavior in school	Interviews: Teachers, students
	d. Dissatisfaction and boredom among students	Interviews: Teachers, students
	e. Teachers' sense of personal efficacy	Interviews: Teachers
	f. Perceptions of school spirit, traditions, and norms	Interviews: Teachers, students, principal
	g. Perceptions of the physical environment	Interviews: Teachers, students, principal
	h. Teachers', students' fears of violence in the school	Interviews: Teachers, students
	i. General noise and activity level in the school	Observation

81

	Assessment Indicators	Data Sources
IMPACT ON STUDENTS (cont'd.)		
5. Opportunity		
• In-School Resources	a. Tutoring services	Interviews: Teachers, counselors, students, School archives
	b. Physical facility	Interviews: Principal Observations
	c. Extracurricular activity	Interviews: Principal, teachers, PUSH-EXCEL staff School archives
	d. Special education programs	Interviews: Principal, teachers, PUSH-EXCEL staff School archives
	e. Size and special training of staff	Interviews: Principal, teachers School archives
	f. Opportunities for staff development	Interviews: Principal, teachers
	g. Number of school functions	School archives: annual reports for the school
	h. School staff support for student efforts	Interviews: Teachers, principal
• Out-of-School Resources	a. Job markets	Bureau of Labor Statistics State and local occupational projections
	b. General social service	Interviews: Community social services staff
	c. Youth services	Interviews: Community social services staff
	d. Other training and educational opportunities	Interviews: Counselor, social worker, PUSH-EXCEL staff, teacher, principal

		Assessment Indicators	Data Source
IMPACT ON STUDENTS (cont'd.)			
5. Opportunity (cont'd.)			
• Out-of-School Resources (cont'd.)	e.	Community members' support of student efforts (e.g., letters of recommendation for jobs and post-high school training, provision of materials for student-sponsored activities)	Interviews: Community actors, students, parents
6. Achievement	a.	Grades	School archives
	b.	Test scores	School archives

EXHIBIT B.2

PUSH FOR EXCELLENCE
Program-In-Place

SITE DESCRIPTION

City _____ Recorder _____ Date 10-29-79

Interviewee _____

Position PUSHEXCEL Director

Address [redacted]

11/79 moved to: _____

SCHOOL SYSTEM ADMINISTRATION
source: interview w/ PE Director

Title	Name	Office Phone	M/F	Race	Term
Superintendent			M	W	
Deputy Superintendent Division of Ed			M		
District Coordinator			F	B	
Dept of Human Relations and Student Advisory Services					
?			F	W	
Dept of Human Relations and Student Advising Services					

(SITE DESCRIPTION)

Source: interview w/ Community Liaison

SCHOOL BOARD MEMBERS

	Name	Office Phone	M/F	Race	Term Expires
President			m	B	
Vice President					

PUSH-EXCEL SCHOOL SYSTEM LIAISON

Source: PE proposal, PE Handbook

Title	Name	Office Phone	M/F	Race	Date Started
~~District Coordinator~~			F	B	

Brief description or liaison s activities and interface with PUSH-EXCEL.

(5/1-/79—2)

(SITE DESCRIPTION)

Jouree interview w/ PE Director

PUSH-EXCEL OFFICE

Current Staff

Title	Name	Office Phone	M/F	Race	Date Started
P-E Director			M	B	3rd week Aug '79
Secretary			F	B	3/18/79
Community Liaison			F	W	9/11/79
Community Liaison			F	B	9/x/79 - 1/80
~~PUSH-EXCEL School~~ Teacher-Advisor					
Community Liaison			M	B	2/80

10/19 Jouree: interview w/ PE Director

PUSH-EXCEL Staffing History

School started the last week in August. Since all PUSH-EXCEL staff except the director were hired after school started it caused a problem. The PUSH-EXCEL director was trying to hire staff while planning Rev. Jessie Jacksons' visit to [illegible] the kick off rally. Rev. Jackson's visit was changed from the last week of September to the second week of September.

One community liaison has resigned to take another job.

2/80 A new Community liaison has been hired to replace the one who resigned.

Source: Direct Observation, interview w/ P-E Director

SITE DESCRIPTION

P-E is now ~~located~~ sharing an office in the Administration building. ~~They hired~~ Four staff people are sharing 2 desks.

PHYSICAL FACILITIES (e.g., location and space allocated to staff)

The P-E staff will move into a new ~~offices~~ office in 1/79, at . The new office is in the area, in a renovated town house on the boarder between the black and white community. It is centrally located to the P-E schools.

HISTORY OF THE PROJECT Source: interview w/PE Director

Date Started 9/79

History of the beginnings of PUSH-EXCEL in this city (e.g., parents' organization invited the Rev. Jackson to speak): Key actors, milestones, plans.

Rev. Jackson spoke at H.S. in 1979. He was well received. Rev. Jackson spoke at H.S. in 1978. A princip. went to To observe PUSH-EXCEL schools in the Spring of 1978. The process of selecting schools was a 1½ yr process. In Aug '79 The Bd. of Ed. voted (7 to 0 vote) to accept the P-E program. Some Bd members The P-E Proposal. H.S. principal asked for the P-E program. chosen because of complex -- students can take courses at both schools. feeds into feeds into has been receptive to new program

B-18

See: Observer Reports - 12/6/79, 12/10/79
PUSH-EXCEL Handbook
Observer Report - 1/18/80

(SITE DESCRIPTION)

KEY DECISIONS

Source: Interview w/ P-E Director

Observer Reports 12/6/79, 12/10/79

Key decisions about program planning

(3/14/79--5)

SITE DESCRIPTION)

ADVISORY GROUPS (Site Level)

1. Name of Group PUSH-EXCEL Advisory Commission

Constituency/Title	Name	Bus Phone	M/F	Race	Term
~~Same~~ See: PUSH-EXCEL Advisory Commission roster.					
PUSH-EXCEL" handbook prepared for description of activities					

2. Name of Group

Constituency/Title	Name	Bus Phone	M/F	Race	Term

FUNDING OF THE PROJECT (e.g., reasons for support, sources, duration, amount of funding)

Source: ~~See~~: Minutes of PUSH-EXCEL Advisory Commission Mtg 30 August 1979

Source: Interview w/ District Cordinator

HEW funding was not received until Jan. 1980

funding was not released until Dec. 1979

Source: ~~See~~: List of foundations from P-E Director

(SITE DESCRIPTION)

Source: interview w/ PE Director

EVALUATIONS

Description of planned or ongoing internal and external evaluations: duration, design, results, recommendations.

No formal internal evaluation is in place.
Progress reports will be sent to all funding agencies.
AIR is conducting an external evaluation.

(5/24/79--T)

(SITE DESCRIPTION)

Source: interview w/ PE Director

SITE-WIDE ACTIVITIES

Brief description of activities. (Cover name of activity, goals, and objectives, procedures, frequency and length of activities or sessions, participating staff members, program products, physical facilities, and future plans.)

Student Kick Off Rally - 11 September 1979
Inservice - 20 Nov 1979 (Scheduled)
- Want to come up with one cooperative program between
- Plan to choose a single activity per school

Reproductive Health Conference - P.E Director wants to plan one. It is up to the schools

Teacher Advisor System and Group Counseling.
- Needs to be set up in the Schools. The M.S.

Parent Rally - Held in September was a kick off activity

Focus of Each P-E Schools
Clubs
- Integrate accelerated classes
- Need more money
- Work out A system for P.E Advisor timent of student

Source:	Activity
Observer Report 12/21/79	Open House
P.E Progress Report 11/26/79	Federal Grant proposal
Observer Report 12/18/79	Radio Taping

(5/22/79--3)

(SITE DESCRIPTION)

Source: PE Handbook

Name of Component/ Component Address	Contact Person/ Position	Office Phone
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(5/1-.79--9)

(SITE DESCRIPTION)

RATIONALE

Long range goals and objectives.

Source: PUSH-EXCEL proposal

- PUSH-EXCEL Handbook

(5/14/79--10)

(SITE DESCRIPTION)

CURRENT ISSUES

Source: Interviews with ~~PE~~ PE Director & District Coordinator

National PUSH-EXCEL has been slow in releasing funds to the local program.

(SITE DESCRIPTION)

Source: P-E proposal

OTHER COMMENTS

Description of the city and School System population; ~~Sample Page~~ a need for PUSH-EXCEL; ~~Goals and strategy~~ of.

Source: P-E Handbook

~~Goals~~ and strategy of PUSH-EXCEL.

PUSH-EXCEL Organization Chart

SELECTED BIBLIOGRAPHY

List of PUSH/EXCEL literature produced at the site. (Attach copies)

"PUSH-EXCEL" - a handbook

PUSH-EXCEL Newsletter"

Public Schools PUSH-EXCEL ~~Pledge~~

~~Pledge~~ Teacher Pledge, Parent Pledge, Student Pledge

EXHIBIT B.3

PUSH FOR EXCELLENCE
PROGRAM-IN-PLACE

SCHOOL DESCRIPTION

City _____ Recorder _____ Date _____

Interviewee _____

Position School District Coordinator / Senior Community Liaison

School High School

School Address _____

Principal Mr. _____ Phone

Source interview w/ School District Cordinator

STUDENTS

Number of students enrolled in School 590

Racial breakdown: Black 100% ✓ White ____ Hispanic ____ Other ____

Sex: Male ____ Female ____

Grades: 9th ____ 10th ✓ 11th ✓ 12th ✓

PUSH-EXCEL STAFF Source: Direct Observation

Title	Name	Office Phone	M/F	Race	Yrs.
[redacted]					
Sr. Community Liaison			M	B	
Staff Advisor			M	B	

PHYSICAL FACILITIES (e.g., space allocated to staff and activities)

Community Liaison has office; District coordinator & Sr. also have offices. Conference room is adjacent to the 3 offices and is used by PUSH-EXCEL staff.

Source: School District Coordinator

HISTORY OF THE PROJECT

Date started July 1979

PUSH-EXCEL staffing history The staff is composed of a director, assistant director, secretary and six community liaisons. Composition of the staff has been stable since the inception of the program.

If applicable, describe major CHANGES IN PROGRAM ACTIVITIES' KEY DECISIONS since the project was organized:

CURRENT ACTIVITIES Source: interview w/ Sr. Comm. Liaison

Name of Activity (e.g., student pledge, awards, clubs, absentee programs)	Person Responsible
P.S.C.O./Parents Students Concern Organization	
Awards Day Program	
Report Card Pick Up	
Coca Cola Parties	
Incentive Reading Program	

Source: interview w/ Sr. Comm Liaison

ADVISORY GROUPS (Component Level)

1. Name of Group Governance Committee

Constituency/Title	Name	Bus. Phone	M/F	Race	Term Expires
Principal			M	B	
Asst. Principal			F	B	
Staff Advisor			M	B	
Community Liaison			M	B	
Minister			M	B	
Minister			M	B	
Business Rep.			M	B	
Parent			F	B	
Student			M	B	

2. Name of Group

Constituency/Title	Name	Bus. Phone	M/F	Race	Term Expires
Minister			M	B	
Parent			F	B	
Student			F	B	
Community			M	B	

(School Description--3)

Source: interview w/ Senior Comm. Liaison

PARENTAL PARTICIPATION
(e.g., P.T.A., Parents' association, involvement in PUSH-EXCEL activities)

P.S.C.O. - Parents Students Concern Organizatio
Parent Report Card Pick Up - #335 picked up

OTHER COMMUNITY PARTICIPATION (e.g., business, media, church)
Source: interview w/ Sr Comm Liaison
Coca Cola Bottling Company

Caris Company

Source. Sr Comm Liaison

EVALUATION (e.g., Briefly describe internal and external evaluations, planned and implemented)

No internal evaluation
HIR is doing an external evaluation.

LONG RANGE GOALS AND OBJECTIVES/PLANNED ACTIVITIES

Source: Sr. Comm. Liaison

A leadership Conference has been planned to teach students leadership and to improve their self-esteem.

The goals and objectives can be found on the program descriptions issued at the governance committee meeting Fall 1979.

Source:
Sr Comm Liaison

CURRENT ISSUES

Improving Students Attendance is the current issue.

Trophy Competition, Coca-Cola Parties and Attendance Awards are given as incentives to increase attendance.

EXHIBIT B.4

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site _____ Component _____

Activity School Visit Assembly Program

Date of Observation January 17, 1980 Dates of Activity _____

Duration of Observation 1:30 p.m. (Time) to 3:30 p.m. (Time)

Participants

Type	Number	Source (check one) Estimate	Actual
X Students	____	____	____
___ Parents	____	____	____
X School staff (specify): Principal	____	____	____
___ Community members (specify):	____	____	____

Description (of the Setting, of the Persons)

Noticed two signs in the halls related to P/E. One was Rev. Jackson's "If you can conceive . . ."; the other was a poster apparently drawn by one of the students. Later noticed two more signs, one large poster approximately 4 ft. by 8 ft.

When I arrived there was an Assembly Program going on. Mr. (principal) was talking to the students. His topic was "appropriate behavior" - encouraging appropriate and discouraging inappropriate behavior (eg fighting, spending money foolishly) Next he set new rules - For example:

1. No unauthorized locker times.

He stated, "it's up to you to get yourself together." He pushed the idea of responsibility. In this observer's opinion, he engaged in a good deal of compliance.

January 17, 1980. Jr. High. 1:30 - 3:30 p.m.
Visit to

Additional Information

At time of writing two girls have signed up for a computer course at This course is taught by Dr. from the Psych Dept. to children. (P/E liaison person) encouraged the girls to sign up.

On Wednesday, January 30, will have report card pick-up. Homeroom Grandparents will call parents to inform them of pick-up.

P/E choir was organized on Monday, January 21. They will practice twice each week.

RIF books were ordered. Kids will get to pick 5 books each. Awards will be given contingent on number of books read. Teachers will determine whether books were read through oral book reports.

EXHIBIT B.5

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site Baptist Church Component _____

Activity P/E Director spoke with congrgation to inform of P/E

Date of Observation December 8,1979 Date of Activity December 8,1979

Duration of Observation 9:00 (Time) to 10:15 (Time)

Participants

	Type	Number	Source (check one)	
			Estimate	Actual
1	Students	___	___	X
___	Parents Several of the congregation	___	___	___
members were parents and are listed under comm.			Estimate	Actual
1	School staff (specify):	___	___	X
			Estimate	Actual
13	Community members (specify):	___	___	X
			Estimate	Actual

There were 13 members of the congregation present, including the Reverand

Description (of the Setting, of the Persons)

The meeting was held at Baptist Church at we met in a room which had refresnments, a piano, carpeting and Reverand explained the importance of the effects of education on youth to introduce introduced himself and his 8 year old son and them had his son introduce himself to everyone in the room on an ind. basis. He and 's son) then passed around the information I have included in this packet. He then introduced and myself and explained what we would be doing.

Dr. encouraged the people to excercise excersize these resp. even if their child was not in P/E school and want ministers to convey this support to students that they can do what they need to. He encouraged parental visits to schools to get report cards and told about parent-teacher involvment from a teacher perspective (he used to teach at H.S.) He put the resp. on the parents to find out how the child is performing in school, and related this to religion.

said not to underestimate what they do and not to be discouraged by the few who showed up, that these people being here counted and can make education work by their being here. Talked about age not being a deterent to education and that folks can return to school at any age (he stressed several times that parents continuing education set a good example for children). He encouraged people to make copies of parent pledge and give it to their ministers. explained he was trying to get people around the city to look at P/E goals and that at and 200 kids have signed the pledge. He encouraged parents to encourage kids, and related energy and time kids put in to sports and listening to the radio into instilling this attitude to learning and developing not just physically and emotionally but the soul and spirit as well. He explained the P/E paper and article about P/E in

the paper and about the advisory councils.
He told these people that they can do the following three things:
1.sign the pledge.
2.sign action group
3.have kids sign pledge

He explained that Reverand is President of PUSH and explained the dif. between Operation PUSH and P/E.
said he wants the following things to happen with P/E: wants to influence students, for students to take resp. for social lives and education, to raise academic achievement in students, wants total community involvment, wants religious leaders and community members in a task force and urged these people to be involved in a school. He then commented on how this would improve the surrounding neighborhood and several people in the audience verbalized agreement

He then had question and answer time. One woman said that two thirds of the people present were granddparents and often they are the only ones who encourage the kids and what can they do. gave the following things as a response; 1.going back to school would set an example, 2.people in community can get involved in clubs like at , 3.spending time with grandchildren and inviting them to go somewhere the grandchildren want to go, 4.tell kids about their history, 5.renew relationships with your own children. Encouraged older people to sit in on young peoples groups. (The same woman shared that at Church they have an older persons group led by and has them share some exp. with the younger people.)
Another woman told of how her grandson explained football to his grandmother when she expressed an interest.
also encouraged phone calls to people who have a hard time getting out and sending pictures as gifts, at this another woman talked about gifts she sent with pictures in cups.
At the end of inservice, Rev. got the 11 main participants (I gathered from this that 1 of the people present worked for the church) to promise to bring 5 parents each to a wakeup service March 21,1980 and therefor have 55 people present and Dr. would come back to speak.

IMPRESSIONS:

seemed to relate on a very warm and proffessional manner to the people in the congregation. His information was well presented, he applied learning to the people present as well as church related aspects to education and daily living skills. I feel he received a good response from the audience when 3 people asked questions, several (3or 4) offered information about their families and was invited back to speak again. I felt the use of his son who was pleasant, wore a P/E button and helped pass out information was a good resource. Several times Dr. would ask his son a question pertinant to the information he was presenting ie. when discussing careers, asked his son what he would like to do when he got older and came up with several responses. Overall, it felt like a wellpresented, effective talk.

EXHIBIT B.6

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site _____ Component _____

Activity P/E Advisory Council Meeting

Date of Observation Dec. 4, 1979 Dates of Activity same

Duration of Observation 7:00 p.m. (Time) to 9:30 p.m. (Time)

Participants

Type	Number	Source (check one) Estimate	Actual
X Students	2		X
X Parents	6		X
X School staff (specify): principal, teachers	4		X
X Community members (specify): minister, business	2		X

Description (of the Setting, of the Persons)

-Meeting started on time in the school's TV classroom which appeared to be approximately 30'x 20'. It had a small control room, TV monitor, camera, standing spotlight, small platform and approximately fifty chairs. There was also a blue easy chair and a post about the middle of the room.

-Of the members present, approx. 63% were male; 37% female; 50-50 ethnically (black & white). There were no spanish surnamed present.

-There were a total of 10 members, 3 guests and 4 staff present.

-Those present were seated and introduced themselves as follows:

1st Row

- business
- minister
- parent
- parent
- parent
- NIE (was xx introduced by Mrs.)
- teacher
- Local P/E Director
- student

- student (also secretary of P/E Advisory Commission)

2nd Row

- parent
- parent
- principal
- parent
- P/E Community Liaison
- Teacher Advisor (standing in front of audience)
- TV teacher for High Schools

- In addition to the minutes, it was mentioned by that has an adopt-a-school program with Channel 7, National Bank and businesses as participants.
- Currently, there are 219 students pledged to participate in P/E.
- An explanation of the in-service training was provided by Ms. (For explanation, see P/E Advisory Commission Minutes, dated November 14, 1979.)
- The latter part of the meeting was opened for nominations of Council officers. Because those present did not respond to formal procedures of nominating, it was then recommended they merely select a Chair/ Vice- Chairperson and a secretary. Thus, Rev. was selected Chairperson, Ms. and Mr. to share vice-chairperson, and Ms. , secretary.
- The next Advisory Council meeting was set for Thursday, January 10, 1980, 7:00 p.m. in the faculty lounge.

EXHIBIT B.7

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site _____ Component _____

Activity MEETING

Date of Observation DEC. 4,1979 Dates of Activity same

Duration of Observation 12:45 p m to 1:30 p m
Time Time

Participants

AIR , NIE, Consultant
AIR

Type	Number	Source (check one)	
___ Students	___	___ Estimate	___ Actual
___ Parents	___	___ Estimate	___ Actual
1 School staff (specify):	___	___ Estimate	___ Actual
___ Community members (specify):	___	___ Estimate	___ Actual

Description (of the Setting, of the Persons)

PURPOSE: To meet with school staff to inform them of Phase II of the AIR evaluation, data collection in particular student interviews.

OUT-COME: is located in an older neighbor of . The school had one broken window which was boarded up on the east side. The group gained access through a south west door because a student was leaving through the same exit at 12:45 p.m.

The first bulltetin board featured PUSH-EXCel With concepts of responsiblity, atmosphere, motivation, and opportunity spelled out and arranged like steps.

The group met in the teachers louge in a close circle. One teacher was in the lounge for lunch but was not introduced. Ms. was absent due to a fall on the ice.

The principle was asked how his morning went. He briefed the group on the " state of the school" assembly, which was "my responsiblity in the PUSH- EXCEL program. An assembly was held for each grade level. congradulated the students on their accomplishments and urged them to improvement in areas that needed improvement. It was the intent to have a pledge campaign and follow-up but due to absence this will be accomplished at another time. is knowledgeable of the PUSH-EXCEL program. According to him there is strong teacher advisement at the school.* Through this program teachers are seeking to help the students cange their attitudes and behaviors towards school.

There are 771 students at . The mobility rate is 1/3%

Impressions:

The satitlite area of is south east this areas has a high mobility rate. The immediate neighborhood is stable consequently a low student population. It was expressed by and Mr. that all of the 8th grade should be interviewed.

The PUSH-EXCEL program at is an umbrella for the clubs. The racionale is that students will be provided with constructive use of leisure time and they will have the experience of enjoyment from the PUSH-EXCEL program. It is believe that this attitude will be underlying for future phases of the PUSH -EX CEL program. The clubs include: modeling(70-80 students male and fe male) , International Club(incorporated the French Club), Body Building, Roller Skating and Positive Thinking. These clubs meet at 2:25p.m. on Tues, and Thurs. THe clubs are led by three 3 community leaders . and teachers "who have been very generous"

Parental involvement at is 10-15 parents. has seen a steady decline after the on-slought of involvement due to bussing. We were invited to the PUSH-EXCEL Advisory Council Meeting DEc. 11.

IMPRESSIONS:

I was impressed with the knowledge and activites of the PUSH-EXCEL program at . IT appears that the principle wamts the program and is aware of various goal and implementation of the program. impressed me as being alive.

* The teacher advisement program according to is to have total staff, teaching, available for the students to help meet the students affective, meeds. To help explain grades, to orient. to act a guides to be significant adults available and concern for the sutdents. To be another set of eyes to help students get help before probems become problems . An effort to be of more service to students.

This program is well established at and She sees this program as an area that Push-Excel could have impact.

An noted on the observance this program has not been establish or accepted at .

* To acquire accurate information regarding student mobility I contacted , Administrative Research Officer for He can not give me information without the approval of Public Information Officer, who is out of town.

EXHIBIT B.8

Observer _

PUSH For Excellence Evaluation
Observer Report

Site _____ Component PUSH-EXCEL Staff

Activity Einstein Memorial Lecture Series

Date of Observation Dec 1, 1979 Dates of Activity November 30, & Dec. 1

Duration of Observation 12:45 (Time) to 3:15 (Time)

Participants

Type	Number	Source (check one)	
X Students	12	X Estimate	___ Actual
X Parents	0	X Estimate	___ Actual
X School staff (specify):	2	X Estimate	___ Actual
X Community members (specify):	350	X Estimate	___ Actual

Description (of the Setting, of the Persons)

The lectures I attended were the third and fourth in a series of four. There were sponsored by the Association and Co-Sponsored by the

Institute. The series topic was Relativity and were held at Hall on and

Before the start of this series, in Mid-October a series of six lectures were held at the , which were viewed as being preparatory for this series, which included as lecturers some to the world's leading physicists, etc.

Students from PUSH-EXCEL schools were invited to participate. (the first time there had been any participation from the Public Schools). PUSH EXCEL students were said to be active and regular in their participation in the six week preliminary series Of notewotthiness were the seven students and teachers from High who made every lecture. On November 30, 1979 the day of the first lectures and the evening of the dinner for the Lecturers and guests, the Association, through its president, , honored this group by renting a limosine to have each one picked up at his/her home and chauffered to the dinner at the Hotel (most prestigious)

Hall is a large Gothic structure whose

auditorium holds about 800 people. Straight ahead of its outer entrance is the entrance of the auditorium, which was less than half full. Music preceded the lecture and it was somewhat entertaining (I was later informed by (one of the lecturers the day before) that this is done as a tradition and to indicate the close relationship between science & music).

There was the introduction of the lecturer and finally Dr. began his lecture, which dealt with the question of entropy($S=b \log N$). He began with the a few simple experiments to demonstrate some basic principles of physics upon which he would base his lecture. His style was easy going and rather entertaining directing his discussion to the average educated lay man.

After the lecture, cookies and punch were served in an old large room below the auditorium. There I met and talked with some of the PUSH-EXCEL Students (- 2); - 5; and -4) for the most part they enjoyed both series and felt comfortable in participating in them. The students indicated they were able to follow most of the materials and had done some of the suggested readings, which also helped in following the lectures.

I returned for the second lecture of the day and sat through the musical selections and the first 15 minutes of this second lecture, at which time I left. The second lecture although I thought his topic would have been more interesting (popular)with lay men, his style didn't suggest this fact.
the lecturer was more formal, etc. than .

Impressions:

I believe this is a great beginning for PUSH-EXCEL. There is a need to move to insure that there will be some continuity in this area (that is, the program is a part of the series next year). Second, there is a need for such a program during the remainder of the school year and during the summer months

There is also the question as to whether this program could reach a wider audience, not only- in terms of more schools, but also in terms of different types and/or levels of students.

I was told by one of the lecturers ( ) that he was impressed with the participation of the young Blacks.